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ABSTRACT

The materials contained in this conference report are presented in three sections, one for each day of the conference. The agenda for the first day included an activity session entitled "Gregarious Activities Make Everyone Smile (Games)," a presentation on the use of computers in physical education, a session on the role of understanding in the teaching of games, and tours of elementary and middle schools. On the two remaining days more than 100 activity and position paper sessions were presented in open forum. These presentations, which make up the bulk of the report, deal with recent innovations, successful programming and teaching concepts, and research, and include such topics as self-concept enhancement through movement activities, adventure education and computers, aerobics for kids, classroom management in the gymnasium, creative equipment, and comparison of professional concerns of beginning and experienced teachers. Various kinds of dance are also described as well as specific activities ranging from jump rope to indoor speedball and from softball to juggling. (AA)

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CONTEMPORARY ELEMENTARY AND MIDDLE SCHOOL PHYSICAL EDUCATION CONFERENCE

JANUARY 16-18, 1986
GEORGIA STATE UNIVERSITY,
ATLANTA

Proceedings
Thursday Sessions
Edited by Margaret A. Jones

Sponsored by the
Department of Health,
Physical Education, Recreation and Dance
College of Education
Georgia State University

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SP 020 418

GREGARIOUS ACTIVITIES MAKE EVERYONE SMILE (GAMES): AN ACTIVITY SESSION, Larry G. McDonald, Chief Consultant for Physical Education, North Carolina State Department of Public Instruction, Raleigh.....1

HOW COMPUTERS ARE USED IN PHYSICAL EDUCATION, Miriam F. Shelden and Joseph C. Bowman, University of South Carolina, Spartanburg.....2

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Georgia State University wishes to thank George Graham, the speakers, presenters and all the behind-the-scene-personnel for their contributions toward this conference. The University also thanks the participants for their support.

THE EIGHTH ANNUAL
CONTEMPORARY ELEMENTARY AND MIDDLE SCHOOL
PHYSICAL EDUCATION CONFERENCE
GEORGIA STATE UNIVERSITY
JANUARY 16,1986

Gregarious Activities Make Everyone Smile

With

Larry McDonald

Ways to say I LOVE YOU!
Listening Activities
Greetings
Aura
Numbers
Knots
Human Clock
Rock-Paper-Scissors
Hug Tag
Trust
- Human Spring
- Group Lift
- People Pass

3 vs 1 Tag
Car Wash
King Kong's Belt
Back Rub
Lap Game
All Touch

Larry McDonald
Physical Division
State Department of Public Instruction
Raleigh, N.C. 27611
(919) 733-3906

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T-2

HOW COMPUTERS ARE USED IN PHYSICAL EDUCATION

ABSTRACT

DR. JOSEPH C. BOWMAN and DR. MIRIAM F. SHELDEN

Computers have several uses and applications for the physical educator. In this presentation we will attempt to include management, instructional, and research uses. Sources of software and examples will be included where possible.

The area of management would include: student reports to parents, IEP's, grading, and fitness analysis. Also the teacher can use word processing programs to prepare student handouts, tests, and other papers that would normally be done on a typewriter. Data base programs provide organizational formats for reports. The teacher can select those items needed for each report format without having to reenter data. Programs are available to register leagues and do scheduling which could be utilized in an intramural program, for example. There are programs to do statistics on interscholastic contests, such as basketball and wrestling.

Research and management are sometimes intertwined in their uses. The teacher provides a fitness analysis which is utilized in the management of the classes and is also a research tool. Statistical packages also provide the educator with data as to how his students compare with others within the school or with other populations. Specific programs are designed to assist in the analysis of data for specific research projects.

The instructional aspects of physical education have not been extensively explored at present. Commercial programs to assist instruction will be presented. Currently a few programs exist from two companies in Minnesota. Other programs are being developed by educators, either to use specifically within their setting or for wider distribution. Certainly programming to assist the physical educator has vast opportunities. Programs can assist instruction in rules, etiquette, strategy situations, etc. and would definitely assist the instructor when students are unable to actively participate in the physical education program. Programs currently exist that allow the teacher to develop crossword puzzles on terminology, word find puzzles, and other activities that the students find more interesting than simply memorizing material or terms.

The computer cannot replace the teacher, but can provide innovative ways in which material can be presented to students. Also, it can reduce the amount of time spent on non-teaching time and increase materials and information available to students.

OTHER THURSDAY SPEAKERS

MAIN SESSION:

FOCUSING ON 'UNDERSTANDING' IN THE TEACHING OF GAMES, Len Almond and Rod Thorpe, Loughborough University of Technology, England

TOURS:

ELEMENTARY SCHOOLS, Mary E. Womack, Health and Physical Education Coordinator, Atlanta Public Schools

Drew Elementary School, Myra Appling, Physical Education Teacher
Continental Colony Elementary School, Bookecia Foster, Physical Education Teacher

MIDDLE SCHOOLS, Margaret Lea Barrett, Health and Physical Education Director, Fulton County Schools

Camp Creek Middle School
Sandy Springs Middle School

PROJECT ADVENTURE, John Call, Project Adventure Inc., S.E., Atlanta

Clayton County Schools

COMPUTER WORKSHOPS:

*Inexperienced User = 0 to 10 hours experience; hands-on experience
+Experienced User = 10 or more hours, including use of commercial software

*EASING INTO MICROCOMPUTERS: INTRODUCTION OF THEIR CAPABILITIES AND TECHNIQUES FOR USING, David R. O'Neil, Director, Educational Microcomputing Laboratory, Georgia State University

*DEMONSTRATION OF GENERAL COMMERCIAL PROGRAMS, David R. O'Neil

*+SOFTWARE EVALUATION FOR PHYSICAL EDUCATION TEACHERS, Louis A. Gardner, Curriculum and Instruction (Science), Georgia State University

*+MANAGING YOUR PHYSICAL EDUCATION RECORDS: DATA BASE, Jerry T. White, Microcomputer Laborator Technical Assistant, Georgia State University

+AUTHORING YOUR OWN CAI PROGRAMS, Hiram D. Johnston, Curriculum and Instruction (Mathematics), Georgia State University

+CREATION AND DELIVERY OF MICROCOMPUTER BANKS: GENERATING PHYSICAL EDUCATION TESTS, Jerry T. White

GENERAL SESSION:

OVERVIEW OF THEIR FRIDAY AND SATURDAY SESSIONS, Daryl Siedentop, Ohio State University, Columbus; and Donald R. Hellison, Portland State University, Oregon

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MOVING TOWARD LIKING ME AND YOU
Self-Concept Enhancement Through Movement Activities (K-8)

Bill Stinson, Emporia State University, Kansas

One of the most prevalent topics among educators in recent years has been the idea of children's self-esteem and identity. This session presents a variety of "hands on" activities (both individual and group-oriented) which will focus on developing a more positive self through individual discovery, expression of feelings, and group decision making.

Physical education activities give us an excellent opportunity to foster challenging and cooperative behaviors and attitudes among children. Specially designed activities can require a cooperative spirit to help achieve group prowess and individual attainment as well. Most importantly, cooperative activities can help build the positive self concepts you wish your group to possess. No matter how well planned your activities might be, your attitude and encouragement is what motivates cooperative play among the group.

Some general guidelines for developing a cooperative play include: (1) keep everyone active; (2) keep frustration at a minimum; (3) downplay the competitive nature of the activity and (4) have evident outcomes from successful completion and cooperation.

Examples of cooperative activities will be presented. Some of them have been old traditional activities adapted to enhance the cooperative values of play.

I'M SPECIAL -- ELEMENTARY PHYSICAL EDUCATION FOR HANDICAPPED STUDENTS: AN OVERVIEW OF INSTRUCTIONAL MODULES

Ann Salisbury and Bob Moore, Cobb County Schools, Georgia

A program of instructional modules to help educators learn more about teaching physical education to handicapped elementary students. It provides guidelines equally well suited to the education of regular youngsters. The program was developed by Dr. Louis Bowers and Dr. Stephen Klesius at the University of South Florida and produced by WUSF-TV.

THE I'M SPECIAL INSTRUCTIONAL MODULES

A module consists of one videotape and associated written materials. Each videotape is a color, sound production which is approximately fifteen minutes in length. The exception is the videotape "Humans in Motion" which is thirty minutes in length. The written portion of each module includes a synopsis of the content of the videotape, discussion questions and participation experiences. The discussion questions may be answered orally or in writing. Some modules have additional information relating to the contents of the videotape such as procedures for assessing the motor performance of children or quotes from the videotapes.

The modules can be used by an individual or by a group as part of an inservice workshop or a college course. Selected I'M SPECIAL modules are suitable for viewings by children, parents or guardians, and civic or professional groups. "Handicapped or Handicapable" has been accepted by both elementary and secondary level students and "Places to Play" has been used effectively with civic and professional clubs.

F-2 I'M SPECIAL -- ELEMENTARY PHYSICAL EDUCATION FOR HANDICAPPED STUDENTS ...

THE I'M SPECIAL VIDEOTAPES

Introduction to I'M SPECIAL: A preview of the content, production techniques, activities and method of presentation included in the I'M SPECIAL videotapes.

Handicapped or Handicapable: Focuses on the differences among children and the types of impairments which exist in children. Features adults (George Murray, Karen Jacobs, Alan Finn and David Michalowski) who have achieved athletic success despite an impairment.

Score One for Physical Education: The mandate for and definition of physical education as expressed in Public Law 94-142. The basic requirements for providing physical education are presented by means of a question and answer format.

On the Edge of Light: A soap opera style dramatization of the procedure formulating the individualized education program in the least restrictive environment for a handicapped child. The presentation also deals with teacher attitude toward handicapped students in the school program.

Humans in Motion: Demonstrates the interrelationship of the functions of the skeletal, muscular, neurological, cardiac and respiratory systems as each affects human movement. In addition, physicians tells the importance of physical activity for children with impairments.

The Appropriate Challenge: Illustrates the different types of competition and describes the philosophy of developmental physical education as it is applied in teaching handicapped children.

Principles and Practices: Presents five principles for a program of developmental physical education implemented in a variety of physical education settings.

Lifetime of Discovery: Traces the sequence of motor development from infant reflexes through body transport and manipulative skill acquisition. Movement patterns are shown through animation and the movement of children.

Places to Play: Explains and illustrates principles of design for play environments which allow children, including the handicapped, to play creatively and safely.

A Sense of Space: Dr. Sylvia Richardson, physician and educator, explains the importance of body and spatial awareness. Physical education teachers share ideas and activities used in the development of body and spatial awareness of children in special education center and regular physical education programs.

A Question of Balance: The mechanical principles and perceptual motor processes involved in balance and posture are illustrated via a visit to a school sponsored extracurricula circus. Many activities for the development of static and dynamic balance, using a variety of equipment and teaching styles, are presented.

On the Move: The sequence of development of body transport in children is illustrated. Slow motion analysis of running and jumping demonstrates the initial and advanced stages of performance for these motor patterns. Activities, including dance, are shown as ways to develop body transport patterns.

Reaching Out: A physical education teacher helps a student improve her throwing performance. Three stages of development for throwing, catching and kicking are presented using slow motion photography. A variety of activities and equipment are shown as aids to developing these manipulative skills, as demonstrated by physically impaired and intellectually disabled students.

Name of the Game: An experienced physical education teacher remembers, through flashbacks, how he learned to use games for educational purposes. The structure of games and ways to modify them for all children, especially children with impairments, is explained and demonstrated.

Fit to Function: Basic principles of the development of physical fitness are demonstrated in a variety of fitness activities from aerobics and swimming to exercises on a vita par course. The importance of physical fitness in the daily life of handicapped persons and teachers is shown.

TEACHING BASIC MOVEMENT PATTERNS IN GRADES K-3

Donna J. Hester, University of Alabama, Alabama
Donna L. Dunaway, Samford University, Alabama

The importance of efficient fundamental motor skills is often ignored in elementary physical education programs. Time is spent on games and activities with little emphasis on the prerequisite skills necessary to participate successfully. While the basic stability, locomotor, and manipulative patterns are the foundation for more advanced sport skills and recreactional activities, some children reach adolescence and adulthood with inefficient motor patterns. As a result, limited success in movement activities leads to an avoidance of similar activities throughout life.

Because these fundamental skills do not develop naturally, children need the opportunity to practice specific fundamental skills in the early elementary school grades. When providing these experiences, teachers must plan activities that are appropriate for the developmental status of each child. This presentation will include activities designed to enhance the development of basic stability, locomotor, and manipulative skills using inexpensive and innovative equipment that is appropriate for kindergarten and primary grade children.

SO YOU THINK YOU HAVE A GOOD ELEMENTARY SCHOOL GAMES PROGRAM? LET'S TAKE A CLOSER LOOK...

David Bean, The University of Calgary, Canada

The wise teacher is one who takes the opportunity at regular intervals to "stand outside" his/her program in an attempt to assess the quality and effectiveness of what is taking place in relation to the educational environmental and objectives.

F-4 SO YOU THINK YOU HAVE A GOOD ELEMENTARY SCHOOL GAMES PROGRAM?...

Quality in a games program can only be assessed when we know specifically, what children are deriving from the experiences that the program provides and, particularly, whether what they acquire is both educationally valid and personally satisfying. Games have a vital role to play in the elementary school curriculum only if they are perceived as in integral part of a total educational experience.

An informal, practical, but clearly structured evaluation process is described that will enable the teacher to assess the significance and value of what is taking place in his program and to plan and implement appropriate modifications. Detailed criteria (or guidelines if used in program development) are presented and the whole is offered as an educational model for elementary and middle school games teaching.

HOW TO LAUNCH A HIGH-FLYING P.E. PROGRAM

Brenda E. Phillips, Morrow Junior High School, Clayton County Schools, Georgia

Add some adventure to your physical education classes. Even if you don't have a ropes course or you don't each Project Adventure, you can add some adventure activities to your regular classes. In this session you will see how Project Adventure is used at Morrow Junior High School, and you can learn some new adventure activities for your own classes.

ADVENTURE EDUCATION AND COMPUTERS

Linda Piper and Virginia M. Carusa, Kennesaw College, Georgia

Educational computing for Adventure and Outdoor Education is a session designed to examine the microcomputer as an educational and communication tool for outdoor activities.

Adventure activities provide experiental (learn by doing) experience in which the human elements of strength, fatigue, interest, desire, and concentration integrate which conveyed principles about angles, force, distance and speed.

The classroom is only one of the arenas for the new technology, the microcomputer. The microcomputer, like outdoor education is a method of teaching. A tool which allows the participant to examine an ice crevasse in three dimensions and from all angles, visualize a moving river's current at various speeds by quickly changing the rate of flow or mentally rehearse backpacking decisions while hiking in varied weather conditions.

Adventure Education and microcomputers allow participants the opportunity to explore the scientific mysteries, communicate messages and feelings, and expand beyond the traditional limits of Outdoor Education.

HEALTH AND PHYSICAL EDUCATION MICROCOMPUTER SOFTWARE ON THE MARKET (K-8)

Miriam F. Shelden and Joseph C. Bowman
University of South Carolina, Spartanburg

Microcomputer software items will be available to run of the Apple and IBM-PC. These programs are housed in the Georgia State University Physical Education Resource Center and at the University of South Carolina, Spartanburg. A list of microcomputer-related business will be available.

FITNESSGRAM PROJECT (K-8)

Margaret Lea Barrett, Health and Physical Education Director,
Fulton County Schools, Georgia

FITNESSGRAM PROJECT (K-8)

FITNESSGRAM is a program designed to measure and contribute to the improvement of youth fitness. Presented by the President's Council on Physical Fitness and Sports in cooperation with the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), the program is sponsored by Campbell Soup Company.

Developed by the Institute for Aerobics Research, the FITNESSGRAM Program is a computerized system for scoring and reporting physical fitness test results. Based on student performance on the AAHPERD Youth Fitness Test, the physical fitness report card provides parents with a fitness profile for their child. Each FITNESSGRAM features: the student's scores on the test items; the student's rank against a national norm; an overall fitness score and its rank against national norms; and the student's height and weight. Also included in the report are recommended activities for improving fitness as individually necessary.

The FITNESSGRAM provides valuable information pertaining to the child's fitness level to the student, the parents, and the teacher. This information which allows tracking the development and improvement of fitness from year to year is beneficial in motivating students to achieve higher levels of physical fitness.

In addition to FITNESSGRAMS for individual students, the school district received a semester report that include test results for all participating students and a list of students qualifying for the Presidential Physical Fitness Award. A very important aspect of the program is the statistical analysis provided to the school district which compares the results for the total district to national norms. Information gained from the statistical analysis allows teachers and school officials to monitor their current physical education curriculum to determine if physical fitness goals and objectives are being achieved.

One aspect of the FITNESSGRAM program which cannot be overlooked is the resulting positive public relations created in the community. Parents become aware of the school's progressive efforts aimed at improving the health and fitness of the children.

The national program model included program delivery at three levels. One level is direct service in which the Institute for Aerobics Research produces the fitness report cards for the school district. Also included is the development of microcomputer software for use by a school district to produce FITNESSGRAMS locally. A third area of program delivery will be availability of consultants to help selected districts program large computer systems to produce the cards and do the statistical analysis locally.

The program has gained the support of numerous additional agencies including:

American Medical Association
National School Boards Association
National Association of Elementary School Principals
National Association of Secondary School Principals
National Association of Governor's Council on Physical Fitness and Sports
The Society of State Directors of Health and Physical Education

F-6 FITNESSGRAM PROJECT...

The Fulton County School System has been selected to pilot the nationwide computerized physical fitness report card system for Georgia.

Fulton County was selected because of its traditionally strong and progressive physical education program. The system will serve as a model for other schools during the school year 1985-1986 for implementation of the Fitnessgram program.

Lea Barrett, Director of Helath and Physical Education, is directing the program in testing all eighth grade students and some seventh grade students in middle schools. The specific test has been utilized throughout Fulton County Schools since 1957.

ADAPTED PHYSICAL EDUCATION: SUGGESTIONS FOR FACILITATING PARTICIPATION CAPABILITIES OF DISABLED STUDENTS (K-8)

Jerry Acanfora, St. Andrews Presbyterian College, North Carolina

Adapted physical education students should be integrated into regular physical education classes whenever appropriate and possible. The ultimate goal is total participation by all individuals. Safe and successful participation may be facilitated through adaptations in equipment, rules, or activities.

Adaptations for facilitating participation in and enhancement of capabilities of disabled students in regular classes may assist us in achieving our utlimate goal. Several suggestions will be presented in demonstrating these adaptations in selected activities. They include the following adaptations:

1. For implements - glove/grip modifications
2. For support - support modifications (for position and control of equipment)
3. For equipment - equipment modifications
4. For mobility - mobility aids
5. Others - to be determined

Each of the adaptations have been utilized in our adapted physical education program. Participation has become a reality for our students.

JIM JEGGITT EXPLORES SPACE: MOVEMENT VOCABULARY AND ACTIVITIES FOR PRESCHOOL AND PRIMARIES (K-3)

Eileen Warrell, Simon Fraser University, Canada

In this presentation, participants will view a videotape entitled "JIM JEGGITT EXPLORES SPACE". An explanation of the concepts and suggestions for activities suited to young children will be given.

Participants will be encouraged to discuss video content and consider planning a series of lessons for their own class. The importance of integrating language skills with movement skills will be emphasized.

INTRODUCING SPACE VOCABULARY TO PRE-SCHOOLS AND PRIMARIES

WHERE the BODY MOVES

IN OWN SPACE — **IN GENERAL SPACE**

DIRECTIONS

FORWARD, BACKWARD, SIDEWAYS LEFT AND RIGHT, UP, DOWN

LEVELS

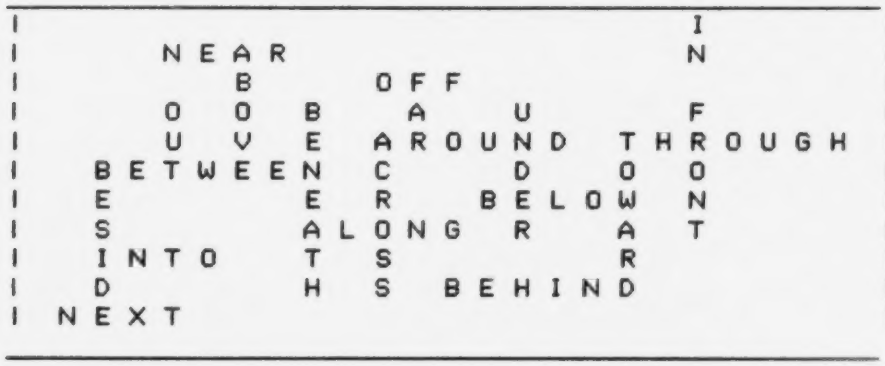
HIGH MEDIUM AND LOW

PATHWAYS

STRAIGHT AND CURVED

SPATIAL RELATIONSHIPS

JIM JEGGITT'S SPACE MAP



EILEEN WARRELL, Associate Professor, SIMON FRASER UNIVERSITY
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F-8 DISCIPLINE PROBLEMS: IS IT A GOOD DAY IF THEY DON'T BURN THE GYM DOWN?

Donald R. Hellison, Portland State University, Oregon

Discipline and motivation problems head the list of teacher concerns, and physical education teachers are no different. Kids seem to need more attention due to changes in the family and society, and those who find that school and/or physical education are not meaningful experiences tend to rebel or withdraw. Several strategies and perspectives have been field tested with "alienated" youth in physical education classes and have proven to be effective in these settings.

Negotiated personal and social responsibility: Students negotiate the extent of their own responsibility for being under control, for trying, for setting and carrying out personal goals, and for supporting others.

Ownership for the program: Students participate in planning, carrying out, and evaluating the physical education class. Students tend to be less disruptive if they feel that the "own" the program.

Teacher Artistry: Teachers who are able to self-reflect and make adjustments reduce both the severity of discipline problems as they occur and the number of future problems. Part of this process involves the ability to "size up" one's self, the students, and the situation. Other teacher artistry factors such as caring, enthusiasm, and vulnerability are also important.

School Crucial: School climate is crucial to student motivation. Several factors are beyond the reach of the teacher, but awareness of these factors - and efforts to approximate them in the gym whenever possible - can help.

LEARNING STYLES AND STUDENT BEHAVIOR IN THE GYMNASIUM

Amelia Lee, Karen Greenockle and Dennis Landin, Louisiana State University
Kenneth Jenkins, Wedgewood Elementary School, Louisiana

Cognitive style refers to how a learner processes information, thinks, solves problems, and relates to others. Conceptual tempo is one way that cognitive style has been classified and identifies an individual as either reflective or impulsive. Impulsive learners respond quickly making many errors while reflective learners respond more slowly making fewer errors. Conceptual tempo has been studied extensively in classroom settings. Findings have consistently shown that impulsive children tend to be at a disadvantage in intellectual tasks, especially problem solving situations. The relationship between cognitive style and achievement in motor tasks is not so well defined. In well-learned tasks requiring no problem solving activity, the impulsive student may have an advantage, especially in tasks involving speed.

The purpose of this presentation will be (1) to report findings of a large scale research project designed to compare the motor skill achievement and attitudes toward physical activity of reflective and impulsive children, and (2) to suggest strategies which will help teachers individualize instruction for children with different learning styles.

AN EXPLORATION OF PRIMARY SCHOOL PHYSICAL EDUCATION IN JAPAN F-9

Lynda E. Randall, Florida State University, Florida

This presentation will provide an overview of the curricular content and teaching methodologies typically used in the instruction of elementary physical education in Japan. Although physical education is frequently taught by elementary classroom teachers, a sound curricular framework is consistently applied throughout the country. In addition to examining current practices, this session will feature a slide presentation of innovative YMCA and public school programs and activities observed in Kyoto, Japan.

GOOD GRIEF IT'S RAINING! (K-8)

Billette D. Owens, Venetian Hill Elementary School, Atlanta City Schools

You wake at 5:30, the alarm clock radio is blasting out the days weather report, "Showers expected all day." Good grief it's raining, what do I do in Physical Education today? In this session fun games and activities that can be used on raining days will be presented. These activities can be used in the classrooms, auditorium, cafeteria or large hallways. The next time it rains on a school day, instead of saying, "Good grief it's raining" you'll say "Oh great it's raining."

I. Warm-up

II. Presentation
Games and Activities

III. Sharing

UPDATE AND TRENDS FROM THE GEORGIA DEPARTMENT OF EDUCATION

Candace J. Norton and J. Rendel Stalvey
Office of Health and Physical Education, Georgia Department of Education, Atlanta

In this session, an update will be given on the state of health and physical education in Georgia's public schools. Trends will be discussed following the update. Topics will include: teacher testing, career ladder, mandated curriculum content, excellence recognition program, demonstration project, Governor's Honor fitness program, new criteria for approval of teacher preparation programs, new resources at the state level, and specifics of the Quality Basic Education Act (QBE).

A REVIEW OF PHYSICAL FITNESS

Michael W. Dumin, Radford University, Virginia

There is a renewed interest in physical fitness in the youth of the nation. As teachers we must understand what physical consists of, and how to access, evaluate and program for physical fitness. The components of physical fitness will be discussed and test, standardized and locally derived data will be covered.

F-10

AEROBICS FOR KIDS

Donna J. Hester, University of Alabama; Donna L. Dunaway, Samford University;
and Jackie Tally, Jefferson County Board of Educaion, Alabama

A general synopsis of current research findings firmly establishes the need for concern regarding the fitness status of America's youth. The attainment of physical fitness cannot be left to chance. TRUE, children by nature like to play, but does playing result in optimum physical fitness?

One component of physical fitness, cardiorespiratory efficiency, is developed through aerobic activities. For an activity to be considered aerobic, it must elevate the heart rate for a sustained period of time. Yet, most children, especially prior to age ten, are not psychologically mature enough to withstand the physical discomforts associated with aerobics exercises. Therefore, activity selection must be basic to the developmental characteristics of the participants. Activities appropriate and stimulating for fourth grade students could possibly be inappropriate for first grade students. However, activities that are aerobic in nature can be adapted for all elementary school children. FUN is the key. This presentation will feature a variety of activities structured to enhance the cardiorespiratory efficiency of elementary school students.

FUNDAMENTAL MOTOR SKILLS: IMPROVING INSTRUCTION THROUGH CRITICAL OBSERVATION

Lynda E. Randall, Florida State University, Florida

Fundamental motor skills, which include basic manipulative; locomotor; and non-locomotor movements, provide the central focus for essential learning experiences in physical education for children. All children pass through similar observable stages of development in fundamental movement, and these stages can be identified by gross body configurations of the arms, trunk, and legs. Although stages of development are relatively consistent, the rate at which children pass through given stages is task-specific and individualized.

Given the critical nature of fundamental motor skills, it is important that elementary physical educators obtain basic competencies in the identification of levels of skill proficiency. Critical observation of the mechanical aspects of performance will enhance teaching and learning in the following ways:

1. Identification of levels of proficiency within a given skill will facilitate the design of appropriate learning activities for children at a variety of developmental levels.

2. Development of process measures based on mechanical aspects of performance can provide an objective method of evaluation.

3. Improved observation skills will enhance the teaching/learning process through the provision of higher rates of specific, task-related feedback.

VOLLEYBIRDS: NEW EQUIPMENT FOR TEACHING KICKING, STRIKING AND VOLLEYING

George M. Graham, Virginia Polytechnic Institute and State University, Virginia

Volleybirds are similar to badminton shuttlecocks except they are a flat, rather than round, base. Because of the flat base, they are helpful when teaching manipulative skills.

The purpose of this presentation will be to show how the volleybirds can be used to develop the skills of striking with body parts, striking with paddles and rackets and body part identification.

A second purpose of the presentation will be to describe and demonstrate four teaching skills that have been proven effective for enhancing motor skill development. The four skills are:

1. pinpointing
2. the use of cue words to reinforce the quality of the movement
3. maximizing practice opportunities
4. modifying tasks to provide high rates of success.

NO TIME TO BE BORED: MIDDLE SCHOOL CURRICULUM

Sandra Rodgers, Jimmy Cochran, Scott Denney, and Susan Emerson,
Faith Middle School, Fort Benning

I. Presentation of philosophy, goals, etc.....

II. Presentation of physical education program

- A. Handout of block plan
  1. Activities
  2. Calendar

III. Presentation of Intramural program

- A. Jogging club
- B. Other intramurals
  1. Volleyball
  2. Basketball
  3. Bowling
  4. Gymnastics

IV. Faith Christmas Race

- A. Organization of
- B. Involvement (community)

V. Closing

- A. Q/A period time providing

F-12

FORT BENNING SCHOOLS
DON C. FAITH MIDDLE SCHOOL
98 Kunning Avenue
Fort Benning, Georgia 31905

TO: PARENTS AND GUARDIANS

AUGUST 1985

SUBJECT: PHYSICAL EDUCATION PROGRAM

Each year our Physical Education Department offers a wide selection of activities for your child. Many times the activity engaged in will last for a couple of weeks; other times, we have mini-courses for three to five days only. Boys and girls participate together except in activities that are contact sports such as football and basketball.

The basic philosophy of our department is that each student shall receive the same quality instruction in all activities, with special emphasis on those programs which stress lifetime sports. We will constantly strive to introduce your child to as many different activities as possible while we have them and hope they will find several areas for success. A complete list of this year's activities is included with this letter. The only activity which will require financial help is the 6 day bowling program. The cost will be $3.00 per student and you will receive a letter in December regarding this activity.

Our department will again use the American Alliance for Health, Physical Education and Recreation physical fitness test to test your child each grading period. Special awards will be given at the end of the year to those students that attain the 50th percentile.

The grade that your child is given in physical education each grading period is not given for athletic ability. The grade is based on the amount of effort your child puts forth each grading period by participation, promptness to class, attitude, sportmanship, positive behavior toward peers, and being dressed in appropriate shoes and clothes for the activity. The break-down of our grading system is included on the last page.

As parents/guardians of our students, you can certainly understand that a good physical education program requires the complete cooperation of everyone-teachers, students, and parents. Therefore, we ask that you help us by following the few guidelines of our program.

A locker will be provided for each student who furnishes a combination lock. No key locks, please!

There are no specific dress requirements except smooth rubber-soled shoes which can be laced or fastened by velcro (preferably athletic shoes). However, we request that your child be provided with the following:

1. Short sleeve shirt with no buttons
2. Shorts (not too tight or too short)
3. Socks
4. Athletic shoes (no boat shoes)
5. Warm-up suit or sweatsuit for cold weather
6. Swim suits for swimming since cut-offs are not permitted in the pool

The only time your child must wear specific clothing is during swimming (swim suits) gymnastics (for safety-shorts or sweatsuit), and track/field (for safety-shorts or sweatsuit).

EXCUSES

The student who is absent from class is responsible for any missed fitness tests. The tests may be made up on the following two Tuesdays after returning to school from 2:00-3:00 p.m. Parents are responsible for the child's transportation.

A doctor's excuse is required for an extended injury or illness so that we may make arrangements for your child during P.E.

When your child needs an excuse for only one day, you are requested to write a note which the student will have signed by the school nurse before bringing it to the gym teachers.

We ask your cooperation with these few guidelinesand look forward to a good year. We enjoy having our parents involved-please call us if you would like to help us with special events that we sponsor.

Thank you,

The Faith Physical Education Department
Jimmy Cochran, Scott Denney,
Susan Emerson, Sandy Rodgers

ACTIVITY	LENGTH	DATES	NOTES
1. Orientation	1 day	27 Aug	In gym
2. Weigh and measure	1 day	3 Sept	Separate stations
3. Swimming	6 days	28-30 Aug 4-6 Sep	Officer's Club
4. Fitness testing	3 days	9-11 Sept	
5. Volleyball	10 days	12-26 Sept	Championship-27 Sept
6. Indiaca	2 days each	30 Sept 1-9 Oct	Students rotate every third day
7. Pickle Ball			
8. Ping Pong			
9. Deck Tennis			
10. Soccer	10 days	10-24 Oct	Championship-24 Oct
11. Flag Football	10 days-boys/5 days-girls	28 Oct-8 Nov	Girls will rotate to both
12. Aerobic Exercise	5 days-girls		
13. Basketball	11 days	Nov 12-27	Championship-27 Nov
14. CPR	2 days	2, 3 Dec	All students
15. Demon Testing	3 days	4-6 Dec	2nd quarter test
16. Badminton	5 days each	9-20 Dec and 6-17 Jan	Students rotate to each
17. Frisbee Days			
18. Hocker			
19. Field Hockey			
20. Bowling Introduction	1 day	21 Jan	All students
21. Gymnastics	10 days	21 Jan-14 Feb	Rotate Units
22. Bowling	8 days (1 day-scoring instruction update)		After 2 weeks
23. Demon Testing	3 days	18-20 Feb	3rd quarter
24. Choice of Activity Day	1 day	21 Feb	Directed by teacher
25. Golf	5 days	24 Feb-21 Mar	Students rotate every 5 days
26. Orienteering			
27. Circuit Training			
28. Relays			
29. Track/Field	10 days	31 Mar-25 Apr	Rotation between these 3 units
30. Archery	5 days		
31. Lifetime Sports	5 days		
32. Final Fitness Test	4 days	27-30 May	
33. Softball	12 days	28-30 Apr & 1-9 May	Boys/Girls Units
34. Tennis	5 days each	12-30 May	Rotational
35. Wrestling			
36. Topple Ball/Angleball			
37. Yoga/Self Defense			
38. Indoor Swimming	2-6 & 9 June		
39. Flow days			

F-14

PHYSICAL EDUCATION GRADING SYSTEM

(Don C. Faith Middle School)

Area	Standard	Pct
Participation, Attitude, and Sportsmanship	2 points per day will be participation, attitude, and sportsmanship*	90%
Tests	Physical Fitness Skill Tests will be given each grading period to check students progress.	10%

*All students are expected to comply with rules and regulations; to address teachers properly; and to show positive behavior in relation to peers.

Total points per grading period) ---------- 100%

Grade Scale - A - Excellent Performance (94%-100%)
B - Good performance (84%-93%)
C - Average Performance (75%-83%)
D - Performance Must Improve (70%-74%)
U - Student puts forth little or No Effort

FROM CHALLENGERS TO JUMP ROPE TEAM (K-8)

Vicki Beierschmitt, Ranch Heights School, Oklahoma

How much time do you spend on fitness in physical education class? Do you spend the entire time teaching an activity thus disregarding physical fitness? How can you motivate your students to recognize the importance of fitness and at the same time to feel a sense of accomplishment competing against oneself instead of competing against the other students?

Jump rope is an excellent individual or group cardiovascular activity that can be introduced to all ages of students. Develop challenges and combinations for each grade level and begin to promote cardiovascular fitness in your teaching. The challenges can only be a beginning to a way of fun and fitness in your physical education classes, whether it be on an individual basis or jump rope team basis. Instruction dealing with jump rope challenges and combinations will be presented as well as video or live performances.

(I began jump rope challenges in my classes and within a short time my jump rope team--the Kardiac Kids-- was started.)

Three workshops have been conducted and the positive response from other schools and public appearances keep the Kardiac Kids "jumping" with enthusiam and pride.

Jump rope skills were taught to grades 1-6 and used as a 10 minute warmup prior to the activity for the day. It was the responsibility of each student to have skills checked off. For grades 1-3, a Jump Rope for Heart scarecrow card was given to each student who met the requirements; for grades 4-6, the 1st student in each grade who completed requirements received a box of chocolate covered peanuts. After a few weeks those who had completed the check-off list were asked to come in for extra instructions. Thus, the Kardiac Kids Jump Rope Team was developed. The program was very successful, especially in grades 1-4.

The following skills were taught at each grade level:

1st--Jump forward and backward (10X); cross rope forward and backward (5X).

2nd--Jump forward and backward (20X); cross rope forward and backward (10X).

3rd--All skills performed without extra bounces. Jump forward and backward (10X); cross rope forward and backward (5X); jog or alternate R&L (10X); wobble (10X); heel to heel (10X).

4th--All skills performed without extra bounces. Jump forward and backward (15X); cross rope forward and backward (10X); jog or alternate R&L (10X); wobble (10X) heel to heel (10X).

5th--All skills performed without extra bounces. Cross forward and backward (10X); jog (15X); wobble (15X); heel-heel (15X); grapevine (R&L); combination A.B.&C (2X).

6th--All skills performed without extra bounces. Cross forward and backward (15X); jog (20X); wobble (20X); heel-heel (20X); grapevine (4X); combination A,B.&C (4X).

F-16 FROM CHALLENGERS TO JUMP ROPE TEAM (K-8)... (Continued)

Combinations: (A) hop R-2, hop L-2, jog 4. (B) hop R-2, hop L-2, crisscross-2. (C) grapevine right and left, wobble-8.

The jump rope routine were choreographed by using various combinations which were developed from the skills. It's good to develop combinations with counts of 4, 8, 12, 16, etc. Some of the combinations include:

1. Hop R-2, hop L-2, jog 4. 2. Hop R-2, hop L-2, crisscross - 2.
3. Swing rope to R, swing rope to L, jump 2, crisscross 2. 4. Grapevine R&L, crisscross 2, jump 2 (or jog 4). 5. Hop R-2, hop L-2, jog 4, crisscross 2, jump 2, crisscross 2, jump 2.

Of course new challenges and combinations have been developed as well as moving formation.

Individuals have mastered difficult tricks with long jump rope and double dutch. Tricks include juggling, round-off backhand-spring, aerials, back flips, cartwhells, roundoffs, etc.

More information will be available during the presentation--new combinations and 2nd year skills that are being used by the physical education classes.

If possible, small groups will be given the opportunity to brainstorm and develop combination for new routines.

STUDENT LEARNING STYLES: AN IMPORTANT CONCEPT FOR HEALTH AND PHYSICAL EDUCATION TEACHERS

Katherine Hill, Jo A. Carter and Rosaland Edwards
Louisiana State University, Baton Rouge

Throughout time psychologists and educators have accepted the uniqueness of human beings as one of the most fundamental facts of life. At all periods of human history, researchers have measured and described differences between individuals and educators have felt a strong need to provide individual opportunities for unique learners. Contemporary efforts attempting to improve the role of learning principles and learner capacities in teaching have been enhanced by recent research in cognitive styles. With a more succinct consideration of these information processing habits, the quality of learning activities for students can be substantially improved.

This paper will (1) review research which describes characteristics of children with different learning styles, and (2) set forth guidelines for how these data can be used by the elementary teacher in physical education class.

CLASSROOM MANAGEMENT IN THE GYMNASIUM: IDEAS THAT WORK (SOMEBODY ELSE ALREADY TRIED THEM)

Melissa Parker, University of South Carolina; Marie Dawkins, Fulmer Middle School, West Columbia, S.C.; Claire Hart, San Jose Elementary School, Florida

Effective classroom management is a necessary, but not sufficient condition for learning to occur. Research has supplied us with a sizeable amount of knowledge regarding "what" effective managers do; yet "how" to accomplish the findings is, more often than not, missing. This session will discuss the following ten areas of research findings regarding what effective classroom managers do and then provide "how-to-do-it" techniques that have actually worked in elementary and middle school education classes.

1. The first few weeks of school are crucial and teachers need to provide very specific activities for the first day of class.

2. Gymnasiums need to be predictable places to be. Tasks need to be routinized and teachers need to teach the routines of the classroom as well as self-management skills.

3. Rules, procedures and the consequences for breaking them should be stated in positive terms, kept simple, set and posted.

4. The gymnasium should be a positive place to be. Positive reinforcement should be used as opposed to strong desists.

5. Transitions between activities should occur quickly and smoothly.

6. Teachers should teach the class as a whole for the first week of school.

7. Teachers should find ways of putting students in contact with the subject matter and keeping them there.

8. Teachers that are effective classroom managers are effective monitors of classroom behavior.

9. High expectations are set and communicated to students.

10. Students are held accountable.

This session is designed to be practical; providing ideas and techniques, based on research and experience, that can be used when you return to your teaching on Monday. Come join us and share your ideas.

F-18 LET KIDS TEACH, TOO: HOW TO USE STUDENT AS INSTRUCTORS (K-8)
Sherri Hintz, Winston Elementary School, Douglas County, Georgia

In Physical Education you will, from time to time, find kids who are already adept at the skills you are teaching. When this occurs, don't torture yourself by reteaching these students, but let them help you. By setting up stations, partners or mini classes, you can let the little instructors take it from there. Students will learn skills with more ease and in a less restrictive environment. The little instructors take pride in their teaching and enjoy working with their peers. To aid the little instructors some skills in courteous behavior need to be stressed.

CHECK ME OUT!: HOW TO SKILL TEST 60 KIDS IN 30 MINUTES ACCURATELY
Sherri Hintz, Winston Elementary School, Douglas County, Georgia

There are many ways to check skills, but to do it accurately is a challenge. Methods that I have used work for some classes and won't work for others, so I may use a combination to achieve an accurate assessment of each student. The bottom line is to give the student the fairest evaluation.

One important concept to remember is to be organized and precise with instructions and evaluations. The following methods have been used:

1. centers - set up a number of stations and evaluate skills at one or two of the stations

2. evaluation and game - have a few students evaluated and exchange them with those already in a game

3. task cards - list tasks on cards - some that do not require close supervision - in order so that the students will be evaluated at various times

4. older students - great helpers as they have already learned the skills.

In evaluating skills, be sure students have been allowed to practice the skills and know what is expected of them. Do not evaluate useless skills, make sure they are measurable.

4" X 6" FUN: TASK CARDS FOR ROPES, BALLS, BEAN BAGS AND BALLOONS (K-3)
Bettye Prescott, North Roswell Elementary, Fulton County, Georgia

Task cards can be used in a variety of ways for teaching physical education.

Depending on how they are presented, task cards can be used with very young children and non-readers as well as older children.

They can be used to culminate a unit or reinforce skills being taught. They should not be used primarily to teach a skill or concept.

4" X 6" FUN: TASK CARDS FOR ROPES, BALLS, BEAN BAGS AND BALLOONS... F-19

As a teacher directed activity, children choose a card and all perform skill simultaneously. As a child directed activity, each child begins at a card and progresses to the next until all cards have been used.

As a learning center activity, the cards are available for the child to select and perform tasks at his/her own pace.

A major advantage for using task cards allows the teacher freedom to move among the children to give assistance. They may also be used indoors and outside.

I. Rope task cards - Locomotor skills using jump rope in sequence.

II. Ball handling task cards - Ball handling skills in progression.

III. Bean bag balance task cards - Use of bean bags balanced on body parts.

IV. Balloon tasks - Rhythm combinations using upper body parts with ballons.

V. Hop, jump, leap task cards - Combinations using symbols in place of words.

VI. Balance puzzles - Challenging balances using many body parts.

USING THROWAWAY EQUIPMENT FOR FORGOTTEN GAMES YOU WON'T WANT TO THROWAWAY (4-8)

Fay Foster, Lynn Carrollton and Timothy Kemp, Carver Junior High School,
Walton County Schools, Georgia

In the course of searching for new ideas in recreational type activities and/or lead-up activities, we have been confronted with the problems of using the area available and slicing expense for equipment. Our staff has tried a variety of activities over the years, but this year the students' enthusiam reached a new peak. Also, the cost of equipment and utilization of space "fell into place."

These are not entirely new activities to some teachers, but the success with which they were implemented in our program might be helpful to someone else looking for a different activity.

We will present four different activities. Each of our teachers will present one. We will discuss the equipment and space needed, what and how the activity accommodate in group size and skill level and we would have either a demonstration (brief) or audience participation in the activity.

We will provide an activity outline with rules, score sheet or other written information.

The activities:

1. Frisbee golf
2. Wall ball (homemade version of paddle ball)
3. Hula loop obstacle course
4. Boundball (lead-up to volleyball)

F-20

MOTIVATION THROUGH ROTATION

Judy Battles, Lawrence Erwin, Joey Herd and Catherine Loftis
Mabry Middle School, Cobb County, Georgia

The purpose of this presentation is to provide information concerning the motivation of eighth grade students.

The approach which we utilize is by means of rotation. Rotational procedures provide options which accommodate both the student and the teacher.

Options intended for the student include the following:

1. Coeducational/non-coeducational
2. Large group/small group
3. Ability grouping
4. Male teacher (male students)
   Female teacher (female students) (Teaming)
5. Student course selection
6. Choice of tournament activity
7. Alternate activities
8. Non-instructional activities
9. Student activity selection

Options intended for the teacher include the following:

1. Versatility
2. Flexibility
3. Course expertise
4. Avoid burn out
5. Teacher/student socialization
6. Adequate curriculum coverage

As we implement these options, positive changes occur between the student and the teacher concerning physical education. Areas of change can be identified as:

1. Increase in dressing for class participation
2. Increase in class participation
3. Improvement in class behavior
4. More physical education experience
5. New leaders evolve
6. Self esteem is improved
7. Over confident and selfish students sometimes conform
8. More opportunity for new friendships
9. Increase in student recognition

Education can be referred to as the process of change. While accepting the challenge to change the student, we endorse motivational techniques through rotation. The rotational system, which is change itself, is our vehicle to education.

THE RELATIONSHIP BETWEEN SPECIFIC MOTOR SKILLS AND SOCIAL SKILL DEVELOPMENT IN NORMAL AND HANDICAPPED SCHOOL STUDENTS

Dvenna A. Duncan, Michael Johnson and Chris Hopper
University of Portland, Oregon

A relationship between motor performance and social skills has been hypothesized and researched for many years. Most of the early studies involved normal males. However, the advent of Title IX and P.L. 94-142 quickly expanded the focus of these studies to include females and handicapped individuals. This expanded research with handicapped populations indicated the relationship may even be stronger in the handicapped than in normal populations.

Based upon these findings, motor skill programs have been emphasized in most special education classes. However, even with this active programming the goal of social acceptance of the handicapped in motor activities with their normal peers is seldom reached. This may be because the motor skill development continues to lag behind even when the handicap does not involve a physical disability.

The goal of this research was to look more specifically at motor skill development in both normal and handicapped students. It was found that past research efforts in the area has tended to compare global motor skill development with social skills rather than to look at the effect of specific areas of motor strengths and weaknesses and their effect upon social development. To guide this effort, a motor skill assessment instrument was developed and validated which would yield a motor profile of individual students. This motor profile was then compared with social profiles and other social data collected on the students.

The results of this comparison will be presented in this session. Also presented will be the motor instrument and social skill development data collection system. Suggestions for programming based upon the results will be given.

HOW TO START A DANCE DRILL TEAM ON A JUNIOR HIGH SCHOOL LEVEL (6-8)

Evelyn Florin, Jonesboro Junior High School, Clayton County Schools, Georgia

I. Explanation of the purpose of a Drill Team

A. Performances
   1. Football Games
   2. Basketball Games
   3. Pep Rallies
   4. PTA
   5. Parades

B. Provides enjoyment and activity for its members
C. Promotes school spirit
D. Supports athletic teams and cheerleading squads
E. Encourages high standards of behavior among members
F. Builds a student's self-concept
G. Emphasizes self-discipline

F-22 HOW TO START A DANCE DRILL TEAM ON A JUNIOR HIGH SCHOOL LEVEL.....(Continued)

II. Drill Team Tryouts

A. Clinic
   1. Six to seven days in length
   2. Teach fundamentals to tryout prospects
   3. Use members from other drill teams as teachers
   4. Teach routines for tryouts
B. Judges - adults with drill team backgrounds
C. When? - April

III. Summer Camp

A. Example - "Superstar Drill Team Camp"
   1. 4 days
   2. Fundamentals
   3. Routines to be used during football season
   4. Teaches discipline
B. Other camps

IV. Uniforms

V. Practices

A. Necessary to achieve precision
B. Perfection in routines

VI. Routines

A. Military
B. Jazz
C. Novelty
D. High Kick
E. Prop

VII. Demonstrations by Jonesboro Junior High Drill Team

A. Military Routine
B. Jazz Routine
C. Novelty Routine

VII. Conclusion

ANY KLUTZ CAN JUGGLE (EVEN YOU) (4-8)

Warren A. Blye, Clayton Elementary Schools, Rabun County Schools

This presentation is an introduction to the art of juggling using nylon scarves which are great for beginners because they fall so slowly.

Scarf juggling is challenging and interesting to boys and girls alike. It isn't just a gimmick but has real value in promoting and refining:

-hand-eye coordination
-concentration
-motor planning
-laterality and directionality

Not, let's juggle:

Holding the scarf: Hold the scarf in the middle. This is the (yuck) Jellyfish position.

One scarf juggling: Hold scarf in your (dominant) hand. Using a X motion across your body, release scarf at the highest point. Let float down, catch with opposite (subordinate) hand by clawing straight down. Now do this from the other side, too. (Hurrah, you are now a one scarf juggler)

Two scarf juggling: Hold one scarf in each hand "jellyfish position." (We will assume you are right handed from here on.) Lift right arm across body, release scarf, then release the scarf in your left hand using the same motion. Note how your arms have made an X pattern with the second arm reaching under the first. Left hand catches first, then right hand. Remember, catch straight down. (Great balls of fire - you are a two-scarf jubbler)

Three scarf juggler: Hold scarf #1 and #3 in your right hand. With scarf #2 in your left hand toss #1 as we did before then immediately toss #2. As your left hand comes down from this throw it catches scarf #1 and your right hand throws #3. As your right hand comes down from throwing #3, it catches #2 and so on. (Don't worry about drops. Dropping is a sign of progress.)

Once you have learned this basic (cascade) pattern, you are ready to attack balls, rings, and clubs. Have fun.

TEACHER IMPLEMENTED SEX-EQUITY IN ELEMENTARY PHYSICAL EDUCATION

Agnes Chrietzberg & Ellen Johnson, Eastern Kentucky University, Kentucky
Carol Christian, Model Elementary School, Richmond, Kentucky

The purpose of this session is to discuss sex-equity in the elementary physical education setting and to view decisions and efforts of teachers who have made conscious decisions to improve equity.

The following questions serve to focus attention on some of the problems and issues which teachers address when dealing with sex-equity.

Why is it difficult to be fair to all?
Where do we start in physical education to combat the sexism which is generated by our social order through sex-role stereotyping and sex-role socialization?

F-24 TEACHER IMPLEMENTED SEX-EQUITY IN ELEMENTARY PHYSICAL EDUCATION...(Continued)

With all the demands and expectations of teachers, is there time for sex-equity in physical education?
Can anything be done about the inclination of students to segregate by sex?
Are efforts to improve sex-equity worth the anxieties and hostilities created?

Teachers can and do implement plans to improve sex-equity in their individual physical education situations. This begins with awareness and recognition of problems followed by a decision of commitment to work toward change. (Discussion focuses on data gathered to establish the status of sex-equity in elementary physical education.)

It is recommended that teachers try to implement small structured projects to improve equity. Ideas from teachers who have actively tried to improve equity give us inspiration and direction. (Discussion focuses on a teacher's effort toward sex-equity in her situation.) Their successes and failures are instructive and invite open discussion of new ideas on implementation of sex-equity in elementary physical education.

WHAT IS THIS? CREATIVE EQUIPMENT (K-8)

Patty Priolette Johnson, Teasley & Fitshugh Lee Elementary Schools,
Cobb County Schools, Georgia

Many times equipment is very simple and provides hours of fun and skill development for children.

Chinese Jump Rope

Basic Pattern:	in-out-side-side-in-on-out-skid doodle
Formation:	2 children standing feet straddled with the chinese jump rope making a large rectangle 3rd child stands between the two straddled and performs the pattern.
Equipment:	1 chinese jump rope or elastic for a group.
Skill levels:	(1) Rope held at ankles; then knees; then hips (2) Jumpers on ends do a straddle jump as center jumper executes the basic pattern (3) Creative routines can be implemented with or without music.

Flip Stixs

Equipment:	1/2 inch PVC pipe cut about 15 inches long.

Single stix: Dominant 1/2's; non-dominant 1/2's; alternating 1/2's; shoulder role catch; dominant fulls; non-dominant fulls; alternating fulls

Double stix: Alternating 1/2's; double 1/2's; alternative fulls; double rolls

Three stix: Roll 3rd stick down other 2 (roll to edge and back); roll and stop 3rd stick; lift 3rd stick (emphasis on lift and giving, not a bounce); 1/2 flip; full flip

Partners: 1/2 flip to partner; full flip to partner

Hints: High release, slow rotation; low release, fast rotation

* Ideas from Gina Stewart of Murdock Elementary, Cobb County.

Cans:

Cans from the lunchroom lend to a list of uses:

(1) hurdles
(2) collectibles
(3) catching games

Hopscotch:

Cut square (15 inches) from cardboard. Trace around square in pattern desire - fast and easy.

Three-Legged Race:

Cut ties from inner tubes of tires

Lines for Relay and Games:

Wrap string on a stick; let children hold ends as a third one (or you) follows the string with marble dust.

Equipment need not be expensive to be great. Many times equipment that is simple and very easy to obtain can be hours of fun for our children as well as very developmental. A challenge to jump rope lovers is chinese jump rope. Besides being a single rhythmical activity, it lends itself to group cooperation and skill progression. Lunchroom cans provide a numerous list of equipment ideas. Ohter creative ideas include flip stix, hop scotch designs, three-legged races and quick ways for lining fields and game boundaries.

F-26 TEACHING MOUNTAIN DANCE TO UPPER ELEMENTARY AND MIDDLE SCHOOL STUDENTS ON FRIDAY NIGHT AT THE BARN

Peter Werner, University of South Carolina, Columbia, South Carolina

Big Circle Square Dancing is truly our own American dance. The important thing to remember is that it has come to us by way of folk who have enjoyed dancing and being together. The dance is simple enough for everyone to enjoy, yet even in its simplicity, beautiful to watch.

One most enjoyable times of dancing have been in the beautiful mountains of western North Carolina, South Carolina, and Georgia. You can still find the dance at Maggie Valley, Hendersonville, Asheville, Lake Lure, Montreat, Oconee State Park, and other communities around the Great Smoky Mountains.

TO THE CALLER

Demonstrate the figures, early in the evening.
Call from the floor, if possible.
Call loud and clear. Keep it simple.
Call in rhythm with the music.
Keep one jump ahead of the dancers.
Enjoy the dance yourself.

TO THE DANCER

Listen to the caller and the music.
Use smooth walking steps. (Please do not hop, skip, or jump.)
Remember, it takes team work.
Enjoy the calling, the music, and especially the fellowship of your fellow dancers.

The Big Circle Dance consists of two basic formations--BIG CIRCLE FIGURES and SMALL CIRCLE FIGURES. A dance is usually put together in the following manner:

1. OPENING -- Big Circle figures
2. BODY -- Small Circle figures
3. CLOSING -- Big Circle figures

For the Big Circle (or opening and closing) figures, eight or more couples form a single circle, hands joined, man with his partner on his right. The lady on the man's left is his corner landy. From the formation any of the calls listed as Big Circle figures may be danced.

Small Circle figures, or the body of the dance, are figures done by two couples dancing together. These couples have been designed as odd (or "traveling") and even (or "stay at home") couples before the dance begins by counting off, beginning with the lead gent, counterclockwise around the ring. Another way of designation odd and even couples is to have two couples make a circle, one couple with their backs to the center of the circle (odd couple) and one couple with their backs to the wall (even couple).

TEACHING MOUNTAIN DANCE TO UPPER ELEMENTARY AND MIDDLE SCHOOL STUDENTS...(Continued)

BIG CIRCLE FIGURES:

Circle Left
Circle Right
Ladies to the Center
Gents to the Center
Everybody to the Center
Promenade
Single File, Lady in the Lead
Swing
Grapevine
Ladies Turn Back--Queen's Highway
Gents Turn Back--King's Highway
London Bridge

SMALL CIRCLE FIGURES:

Odd Couple Out to the Even Couple
Right Hands Across
Birdie in the Cage
Duck for the Oyster
Lady Around the Lady
Georgia Rang Tang
Swing at the Wall
Ladies Twirl-Butterfly Twirl
Ladies Chain
Mountain Pass
Mountain Loop
Roll the Barrel
Then We'll Roll the Barrel Again

MAXIMIZING ELEMENTARY PHYSICAL EDUCATION TIME WITH FITNESS ACTIVITIES (4-8)

Leon Greene, University of Kansas, Lawrence, Kansas

Techniques and routines on fitness related activities which can help the physical education specialists maximize their instructional time will be demonstrated. Since many elementary schools allow only 20-40 minutes for physical education, the need to get the most out of available time has become greater in recent years. The fitness trend, and particularly the aerobic aspect, has put a new emphasis upon the elementary physical education program.

Routines to be demonstrated are mostly aerobic in nature, but directly relate to certain activities such as: gymnastics, selected sports, and selected group games. These routines are designed for easy modification to any elementary and/or middle school grade level.

F-28 MAXIMIZING ELEMENTARY PHYSICAL EDUCATION TIME WITH FITNESS... (Continued)

Techniques used for designing and developing this type of routine will be demonstrated and discussed. All of the techniques are ways to teach multiple activities at one time with the emphasis being on fitness. The technique is the way to maximize the time while the activity is the means with which to do it.

All activities and techniques have been field tested. All materials will be available to participants.

I. Basketball-Defensive Skills

Music: Wanta Be Starting Something - M. Jackson

1. Run: 8 forward, 8 backward, 8 right, 8 left
2. Run: 4 jump stop and pivot 1, 2, 3, 4, run in different direction jump-stop and pivot 1, 2, 2, 4. Do four times or for a count of 16.
3. Repeat both of the above.
4. Take sliding steps forward (low in defensive position) and slap hands to floor on 8th slide. Repeat to the left, right, and backwards.
5. Repeat #4 for duration of music or teacher has option to change.

II. Basketball - Dribbling and Passing Skills

Music: Physical - Newton-John

1. Dribble 4 steps with r. hand, 4 steps with l. hand. Different directions may be used. Teacher may also give commands of low body position, high body position, etc. Do 16 steps.
2. Same as #1 except dribble 4 steps, stop and pass ball to a person nearby for 4 counts and continue on. Do 16 counts. Repeat, starting with #1.

Note: A variation may be that student can pass to a wall if no other student is near. Use same music with double circle passing - one circle going clockwise, one counterclockwise.

III. Soccer - Dribbling Skills

Music: Shoot - Out - Beverly Hills Cop

1. Start with ball on floor in front of student. Jump front to back 4 times, jump side to side 4 times, make 8 jumps around ball.
2. Pick ball up with feet and bring to hands 8 times - 16 counts.
3. Dribble "use inside kick" 8 counts and turn, dribble in a different direction 8 counts.
4. Repeat entire routine.

IV. Soccer - Scoring - Instep Kick

Music: California Girls - Brian Wilson

1. Circle formation (12-16 per circle) Students jog clockwise, one player in center of circle to try to kick ball through players as they jog. Players interchange when ball is kicked out of circle.

2. Change directions after 16 jogging steps.

Note: Teacher should have several balls available to insure continuous movement. Instep kick only.

V. Volleyball - Passing and Rotation

Music: We've Got The Beat - Go Go's

1. Have students in desired position on volleyball court. Explain rotation system. Movement starts with music - jog 4 times in place, rotate, jog 4 times, rotate and continue. Do for 16 counts.

2. On 15th count from #1, teacher tosses in a beachball or large balloon. Movement is same as in #1, but students pass ball or balloon keeping it from hitting floor. Continue until music ends.

VI. Gymnastics/Stunts & Tumbling

Music: Use a drum beat or equivalent.

1. Have students line up on one side or end of gym. With the beat they:
   a. Cartwheel across
   b. Frog jump back
   c. Round off back across
   d. Rabbit jump back

Note: Teacher may vary stunts with skill/grade levels

2. Using mats - students move with drum beat
   a. Forward roll across
   b. Side roll back
   c. Backward roll across
   d. Judo roll across

Note: Teacher may vary the stunts.

VOLLEYBALL FOR LUNCH--PICK-UP GAME

A pick up game of volleyball to give participants a change to burn off calories rather than add them.

VIGOROUS NON-PARTNER DANCES FOR MIDDLE GRADES

Sandra L. Gallemore, Georgia Southern College, Statesboro, Georgia

This session will focus on non-partner folk dances (American and/or international) which are aerobic in nature. The dances will include basic locomotor steps (walk, step-hop, etc.) and basic dance steps used in folk dance (two-step, etc.).

F-30

VIGOROUS NON-PARTNER DANCES FOR MIDDLE GRADES

Dr. Sandy Gallemore
Georgia Southern College
Statesboro, Georgia 30460

"Alunelul" - Roumania (Music: "Alunelul")
Formation: small circles, arms outstretched and resting on shoulders of person to each side

Meas.	Directions
1 - 2	Long grapevine: step side rt., beh. lf., sd. rt., beh. lf., sd. rt., stamp lf. heel beside rt. twice & hold
3 - 4	Repeat meas. 1-2 beg. rt.
5 - 8	Repeat meas. 1-4
9	Short grapevine: step sd. rt., beh. lf., sd. rt., stamp lf.
10	Repeat meas. 9 beg. lf.
11-12	Repeat meas. 9-10
13-14*	Stamps: step rt., stamp lf., step lf, stamp rt., step rt., stamp lf twice & hold
15-16*	Repeat meas. 13-14 beg. lf.

*13-16 alternate steps: step and stamp throughout measures

"Step and Hop" - U. S. (Music: "Tennessee Wig Walk")
Formation: broken circle, hands joined and held down

Meas.	Directions
1 - 2	Moving ccw: step rt., hop rt., step lf., hop lf., schottische step (rt., lf., rt., hop rt.)
3 - 4	Facing center: step back lf., hop lf., step bk. rt., hop rt., step bk. lf., step in place rt., step across lf., hop lf.

"Rocker Dance" - U. S. (Music: "Frenchy Brown")
Formation: broken circle, hands joined and held down

Meas.	Directions
1 - 4	Grapevine ccw: step ac. lf., step sd. rt., step beh. lf., step sd. rt.; repeat 2 more times and stamp lf., rt., lf.. & hold
5 - 8	Repeat meas. 1-4 beg. rt. across lf.
9 -12	Rocking step: step ac. lf., step in place rt., step bk. lf., step in place rt.; repeat 2 more times; stamp lf., rt., lf. & hold
13-16	Repeat meas. 9-12 beg. rt. across lf.

"Savila Se Bela Loza" - Serbia (Music: "Savila Se Bela Loza")
Formation: broken circle, hands joined and held down

Meas.	Directions
1 -10	Moving ccw: run beginning rt. 19 small steps, hop and face cw direction on ct. 20
11-20	Repeat meas. 1-10 moving cw and beg. lf.
21-22	Schottische mov. rt.: step rt., lf., rt., hop rt.
23-24	Schottische mov. lf.: step lf., rt., lf., hop lf.
25-32	Repeat meas. 21-24 two more times

"Steppin' Out" - U. S. (Music: "Steppin' Out")
Formation: single circle, facing ccw

Meas.	Directions
1 - 4	Mov. fwd.: 4 fast steps, jump apart, together, apart, together; repeat
5 - 8	Mov. fwd.: schottische (step-step-step-hop), repeat; 4 step-hops turning in place

"Hitch Hiking" - U. S. (Music: "Orange Blossom Special")
Formation: single circle, facing ccw

Meas.	Directions
1 -16	Jump back twice, thumb with one thumb twice; repeat (use other thumb); repeat (use both thumbs), walk fwd. 4; jump & clap, jump & clap
17-20	On lf. foot: 2 heel-toe steps, face center & do schottische (lf., rt., lf., hop), turn to face ccw on sch. hop
21-24	Repeat meas. 17-20 beg. rt and doing sch. away from ctr.
25-32	Repeat meas. 17-24

"Popcorn Dance" - U. S. (Music: "Popcorn")
Formation: single circle, facing ccw

Meas.	Directions
1 - 4	Beg. lf.: 2 heel-toe steps, 4 slides into ctr. of circ.; repeat beg. rt. & mov. away from ctr. of circle
5 - 8	3 schottische steps forward, clap 4 times

""Salty Dog II" - U. S. (Music: "Salty Dog Rag")
Formation: single circle, facing ccw

Meas.	Directions
1 - 4	Grapevine lf. (sd., beh., sd., hop), grapevine rt. (sd., beh., sd., hop), 4 step-hops mov. fwd.
5 - 8	Repeat meas. 1-4
9 -12	Grapevine lf & do ½ turn on hop, grapevine rt. (still mov. into ctr. of cir.), grapevine lf away from ctr. & do ½ turn on hop, grapevine rt.
13-16	4 schottische steps fwd.

"Jumping Dance" - U. S. (Music: "Jiffy Mixer")
Formation: single circle, facing ccw

Meas.	Directions
1 - 2	Jump with ¼ turn, clap; repeat 3 more times
3 - 4	4 step-hops fwd.
5 - 8	Jump apart, together, apart, together, one schottische fwd.; repeat

F-32

READY! GET SET FOR READING! AND MOVE!: MOVEMENT EXPERIENCES TO AID READING READINESS (PRESCHOOL, K-3)

Bill Stinson, Emporia State University, Kansas

I hear and I forget
I see and I remember
I do and I understand

-a chinese proverb

If we were to observe a pre-school or primary-grade level classroon of children, we would soon realize just how important movement is to accomplishing daily school tasks. During class time, children are constantly employing motor skills to sit still, move in the aisles, sharpen pencils, draw, paint, cut with scissors, carry items, talk, stand in line, dress, tie shoes, etc. If a child has trouble with motor skills, he has trouble just surviving the routines of the school day.

Because of the very nature of these children, learning experiences should be of a multi-sensory nature. Children must become involved with the subject matter in order for more effective learning. What learning that does take place depends upon the frequency, variety and intensity of this involement. Incorporating physical activity into a learning situation allows for a more effective learning. What learning that does take place depends upon the frequency, variety and intensity of this involvement. Incorporating physical activity into a learning situation allows for a more effective learning medium in many ways.

1. Children more readily attend to the learning task.
2. Physical activity makes the situation become more real and tangible.
3. An enjoyable activity creates more positive affective domain development.
4. An action-centered learning environment can compensate for sensory deficiencies a child may possess.
5. Results or solutions to a learning task are observable, and therefore, immediate feedback is present.
6. Physical activity may provide an incentive for further self-directed learning on the child's part.

Reading Readiness Skills

Listening and speaking are the verbal means by which language is transmitted from one individual to another. The basis for reading is the spoken language. A child listens to receive direction, information, evaluation, communication and interpretation. Speaking allows the child to use his voice, language, and body action to communicate his thoughts and emotions to others. Because of the developmental nature of the young child, the spoken language is an active process of communication due to the limitations of vocabulary, word understanding, and verbal expression. Therefore, activity can play an integral part in helping not only to

express meaning, but to internalize and add meaning to a child's vocabulary. Movement activities can hlep to enhance a child's ability in auditory direction, association, closure and memory; plus, verbal and non-verbal expression.

Reading skills are based upon one's perception, understanding, and interpretation of language in written form. A child is considered ready to learn the symbols of this written language when he has acquired an enriched background of experiences in which listening and speaking the language has been emphasized. Reading developmental skills require relating the spoken work to its printed form (word perception) and developing comprehension through personal internalization. If a child's initial reading experiences help to to relate oral language with its printed symbols in a real and tangible situations, his reading takes on a more meaningful understanding. Carefully planned movement experiences can serve as an important vehicle in accommodating this relationship of oral and written language. Such concepts as auditory and visual discrimination, left-to-right sequence in reading, vocabulary development, shapes and colors, and letter form and sound can be effectively dealt with in carefully planned movement experiences.

TPAI REVISITED: YES PHYSICAL EDUCATORS CAN DO IT (K-8)

Joy Blake and Donald Splinter, Teacher Assessment,
Georgia Department of Education, Atlanta

The primary focus is the application of the Georgia Department of Education Performance-Based Certification Teacher Performance Assessment Instruments (TPAI) in the physical education setting. Points of emphasis include the use of standardized test data and previous student performance data in the planning of instruction, classroom organization patterns, use of instructional methods, and development of a positive learning climate. Information concerning assessment problems encountered by previous physical education teachers will also be presented.

CERTIFICATION BASED ON PERFORMANCE

Joy Blake and Donald Splinter, Georgia Department of Education, Atlanta

Areas of focus include the rationale and history of Performance-Based Certification in Georgia, Teacher Performance Assessment Instruments (TPAI) development and, components and procedures of the Georgia certification program. Specific attention will be given to (a) subject area knowledge and on-the-job performance assessment requirements for renewable certification and (b) the use of the TPAI in on-the-job performance assessment.

An opportunity will be provided for questions.

Georgia Department of Education
Teacher Assessment
1858 Twin Towers East
Atlanta, Georgia 30334

1985 Teacher Performance Assessment Instruments

Summary of TPAI Organization

Planning

I. PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES

1. Specifies or selects learner objectives for lessons.
2. Specifies or selects learning activities.
3. Specifies or selects materials and/or media.
4. Plans activities and/or assignments which take into account learner differences.

II. OBTAINS INFORMATION ABOUT THE NEEDS AND PROGRESS OF LEARNERS

5. Specifies or selects procedures or materials for assessing learner performance on objectives.
6. Uses systematic procedures to assess all learners.

III DEMONSTRATES ACCEPTABLE WRITTEN AND ORAL EXPRESSION AND KNOWLEDGE OF THE SUBJECT

7. Uses acceptable written expression.

Observation

IV. ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION

8. Attends to routine tasks.
9. Uses instructional time efficiently.
10. Provides a physical environment that is conducive to learning.

11. Assesses learner progrsss <u>during the lesson observed</u>.

12. Uses acceptable written expression with learners.
13. Uses acceptable oral expression.
14. Demonstrates command of school subject being taught.

V. COMMUNICATES WITH LEARNERS

15. Gives explanations related to lesson content.
16. Clarifies explanations when learners misunderstand lesson content.
17. Uses learner responses or questions regarding lesson content.
18. Provides information to learners about their progress throughout the lesson.

Observation

VI. DEMONSTRATES APPROPRIATE INSTRUCTIONAL METHODS

19. Uses instructional methods acceptably.
20. Matches instruction to learners.
21. Uses instructional aids and materials during the lesson observed.
22. Implements activities in a logical sequence.

VII. MAINTAINS A POSITIVE LEARNING CLIMATE

23. Communicates personal enthusiasm.
24. Stimulates learner interest.
25. Demonstrates warmth and friendliness.
26. Helps learners develop positive self-concepts.

VIII. MAINTAINS APPROPRIATE CLASSROOM BEHAVIOR

27. Maintains learner involvement in instruction.
28. Redirects learners who are off-task.
29. Communicates clear expectations about behavior.
30. Manages disruptive behavior.

PLANNING CULMINATING ACTIVITIES (K-8) F-35

Bookecia Foster, Continental Colony School,
Jeanne D. Mannings, Adamsville School, Atlanta City Schools

Culminating activities in Physical Education can be an enriching educational experience. These programs help to make the general public aware of the values of Physical Education as an important part of the total school program.

School Physical Education programs usually fall into these four categories:

1. Mays Days
2. Play Days/Field Days
3. Assemblies
4. Demonstrations

MAY DAYS

One of the most valuable means of acquainting the public with many aspects of your Physical Education program is an annual MAY DAY. A MAY DAY is an outdoor program usually held on the playground or field in late spring. The program consist of a variety of activities selected from the year's work in Physical Education. Usually, these activities include dances, rhythmic activities with balls, hoops, jump ropes, streamers, and exercise routines. There is little or NO competition in a MAY DAY and most activities are done to music. MAY DAYS should be a picture of ALL children in action rather than a few outstanding performers. If every child is involved, all teachers and parents become automatically involved. Try to keep the program no longer than one hour.

SUGGESTED PREPARATION FOR A MAY DAY

1. Select a planning committee. (Not too many people).
2. Decide on a theme, if you plan to have one.
3. Decide on a date, time, and place. (Get approval from the Principal to avoid conflicts.)
4. Plan space for spectators (audience) and provide chairs. Secure extra chairs in case of a large crowd.
5. Select an announcer (perhaps a student) who speaks clearly into the microphone and is familiar with the program.
6. Make provisions for the "non-participants." There will ALWAYS be a few of them.
7. Select "student helpers" to handle details of moving classes and material on and off the field.
8. Place record player in a SHADED area with a teacher in charge. (Perhaps the music teacher). Keep records in order of performance. Taped music can be used, but make sure the tape recorder provides enough volume.
9. Have an alternate plan ready in case of bad weather. (Maybe a "rain date")
10. All activities need not be PERFECT. Expect "minor" changes to occur.

COSTUMES

Costuming should be kept to a minimum. Have students get a "basic" color outfit (perhaps white) that can be worn again. (Most parents will agree with this.) Invest

in inexpensive trinket items--paper hats, kerchiefs or bandanas, aprons, belts, scarves, collars, etc. Keep the costumes simple, but colorful. Most students will be able to purchase small items, especially if they can get to keep them after the program.

SUGGESTED ACTIVITIES FOR A MAY DAY

1. May Pole Dance
2. Parachute Routine
3. Rhythm Stick Dance
4. Square Dance
5. Streamer Routine
6. Grand March
7. Aerobic Routine
8. Jump Rope Routine
9. Minuet
10. Tinikling Pole Dance

PLAY DAY/FIELD DAY

The goal of a PLAY DAY/FIELD DAY is to win an event. To set a record in a particular event if possible. However, competition should not be over emphasized A balance must be maintained between the desire to come out on top and the need for improvement and progress toward a personal goal.

VALUES OF PLAY DAY/FIELD DAY

1. To provide opportunities for students to improve basic skills through practice during the year.
2. To provide opportunities for students to participate in a desirable and appropriate form of competition.

ORGANIZATION AND PREPARATION FOR A PLAY DAY/FIELD DAY

1. Determine the purpose which will determine HOW, WHEN and WHAT shall be done as well as WHO shall be doing it.
2. Plan the program as an integral part of the total school program.
3. Decide who will be involved.
4. Set a date and time early to avoid conflicts with other activities.
5. Decide if you will have an audience and if so, who will it be.
6. Decide activities to be included.
7. Decide length of the program.
8. Decide where the PLAY DAY/FIELD DAY will be held.
9. Decide who will help, officials and rules to be used.
10. Inventory equipment to see if everything needed is available or easily obtainable.
11. Have an alternate plan in case of bad weather or a "rain date."
12. Consider safety precautions.

ASSEMBLY PROGRAMS

An assembly program is usually presented on stage in an auditorium for an audience consisting of the student body, faculty, parents, and other members of the community. It may be presented by one class or several. The theme of the assembly program might be from a subject area project, for honoring a specific person, a seasonal observance, or for promoting interest in a special event. Assembly programs may include music, dancing, games, etc., depending on the purpose and/or occasion.

SUGGESTIONS FOR PREPARING AN ASSEMBLY PROGRAM

1. Establish a purpose for the program. (theme, idea, occasion)
2. Plan the date and time. Get approval from the Principal.
3. Select the activities to be included. (Not too many---long programs are BORING.)
4. Keep costumes simple. Get help from the Art Teacher, if possible.
5. Have a "clean-up" committee assigned to help straighten up after the program.

DEMONSTRATIONS

The goal of a demonstration is to show what HAS been done, what CAN be done or what SHOULD be done through culminating activities.

VALUES OF DEMONSTRATIONS

1. To improve self image of the students who are doing the demonstrating.
2. To provide an educational situation in which students who are viewing the demonstration can learn from their peers.

SUGGESTIONS FOR PREPARING A DEMONSTRATION

1. Decide on an objective.
2. Check on a date and length of demonstration to avoid conflicts in scheduling.
3. Decide who the audience will be.
4. Know what skills you are demonstrating and why.
5. Decide how many and who will be in each part of the demonstration.
6. Be sure the students have already mastered the skills or activities before demonstrating to others.
7. Each activity should be presented in sequential order if progression of skills are involved.
8. Work in small groups. Be selective in grouping.
9. Put the entire demonstration together when each group is ready with its part.
10. Practice all groups together several times so each student and each group will know what to expect.
11. If the demonstration is to include activities students have not learned, start early.
12. If possible, let the whole class participate in some way.
13. Have several short rehearsal sessions instead of long ones.
14. On the day of the performance----RELAX!

F-38 ORIENTEERING--THE COMPLETE SPORT (4-8)

Tim R. Walsh, Dodgers Middle School, Cobb County Schools

This orienteering presentation will be in two parts. The first section will cover classroom activities and ideas that can be used to start or expand an orienteering unit at your school. This section will include a ten day unit outline, map and compass activities and games, reference material and addresses to help you with your unit. The information will be valuable to the teacher that has never heard of orienteering and to the teacher that has been teaching it for sometime.

The second section will be a hands-on experience with the compass and using it in different activities and games.

INSTRUCTIONAL GUIDE FOR TEACHING INTRODUCTORY ORIENTEERING

The outline is designed as a supplement to basic knowledge and skill with map and compass. Because there are few sources for a brief teaching outline, it is intended to simplify, reorganize, and add to what the currently available books offer.

My format to teach this is to divide the subject into three major areas: map, compass, and map and compass together. It is critical to take your time with this teaching sequence and clarify each point as you go since it is easy for your students to get confused when first dealing with a map and compass.

I. Introduction to Orienteering (DAY 1)

- A. History, Skill and Sport
- B. Describing an Orienteering Meet
- C. Equipment Needed for Orienteering

II. Maps

- A. Compare Different Types of Maps (DAY 2)
  1. Road map, state map, recreational map, and orienteering map.
  2. Symbols used for maps, directions and landmarks of maps.
  3. Definition of topography map, color and contour of topography map.
- B. Drawing Map of Area (DAY 3)
  1. School building (fire drill map).
  2. School campus.
  3. School and home.
- C. Topography Map (DAY 4)
  1. Map scales and colors.
  2. Where to find topography maps.
  3. Map symbols.
  4. Contour lines.
  5. Activity worksheet to study topography map.

III. Compass

A. Orienteering Compass (DAY 5)
1. Introduction to orienteering type compass.
2. Parts of compass.
3. Set, find and take a bearing using a compass.

B. Activities Using a Compass (DAY 6)
1. Activity worksheet for use with compass.
2. Simple games using compass.
3. Go outdoors with compass activities.

C. Compass Knowledge Check (DAY 7)
1. Students show compass knowledge by navigating in school building or check points in the classroom.
2. Have timed competition between groups of students.
3. Oral questions about the compass and on how to find, take and set a bearing.

IV. Map and Compass

A. Map and compass together (DAY 8)
1. Using a map of school (inside or out) and compass navigate to check points.
2. Review knowledge of map and compass.
3. Oral quiz and review for written test.

B. Knowledge of Map and Compass (DAY 9)
1. Written test
2. Skill test.
3. Indoor or outdoor competition.

C. Competition and Skill Test (DAY 10)
1. Orienteering meet.
2. Timed competition.
3. Inside or outside skill test.

MAKING IT MORE DANCE-LIKE: A HOW-TO SESSION ON STRUCTURING MOVEMENT INTO DANCE PATTERNS FOR K-5

Virginia M. Carver, University of Georgia, Athens

The purpose of this workshop is to introduce a process of structuring movement into patterns (phrases) that will: (1) provide a dance-like experience for the child; (2) motivate the child to dance and accept dance as a worthy and enjoyable activity; (3) introduce dance materials relevant to the child's understanding of dance; (4) expose the child to dance materials similar to those in a dancer's technique class; (5) allow the child to more full understand the elements of time, space, and force.

F-40 MAKING IT MORE DANCE-LIKE...(Continued)

The structuring of dance patterns begins with the selection of movement appropriate to the age and skill level of the child. The movement can be found from a variety of sources: imagery, locomotor or non-locomotor movement, a skill wished to be practiced, student suggested, teacher suggested, etc. Next a sequence must be established based upon motor logic and understanding of transition. Rhythm (music/counting) then becomes the organizer for the whole and adds that special dimension which produces "dance". Practice and performance develop skill, and as breath and dynamics are added, phases of movement similar to those found in all of the dance emerge.

This approach departs somewhat from the customary Creative Dance for Children in that the structuring of well-defined patterns performed to specific rhythmic supports becomes all-important. However, it adheres to the Laban Movement Analysis Framework as it uses body, effort, space and shape, and relationships. Exploration and improvisation may be incorporated along with such aesthetic principles as variety, repetition and contrast.

Structured dance patterns such as these produce the dance-like sensations so necessary to full experience the dynamic energy and feeling aspects of dance. They have been tried and proven to be an educationally sound and enjoyable experience for K-5 children.

Bibliography for Children's Movement/Creative Dance

Fleming, Gladys Andrews. Creative Rhythmic Movement. Prentice-Hall, Inc., 1986

Joyce, Mary. Dance Technique for Children. Mayfield Publishing Co., 1984.

First Steps in Teaching Creative Dance. National Press Books, 1973.

Recommended Records (These records all have a very strong sense of beat and are regular in patterning and tempo.)

The "Connection" Records, Arrival Records. Available at many record stores.

- The Adagio Connection
- The Baroque Connection
- The Gigue Connection
- The Scarlatti Connection
- The Vivaldi Connection

The "Hooked-on" Records, RCA Records. Available at many record stores.

- Hooked on Classics Parts 1 & 2
- Hooked on Classics Parts 3
- Hooked on Bach
- Hooked on a Song

Records of Jean-Pierre Rampal: Available at many record stores.

- Picnic Suite
- Rampal Plays Bach
- Suite for Flute and Jazz Piano
- Toot Suite

Baroque and On the Street (Frederic Hand's Vivaldi Favorites)
Bob James Touchdown Columbia Records (light jazz)
Piano Rags by Scott Joplin
Switched-on-Bach
The In Sound from Way Out! Vanguard Records, VSD-79222 (Electronic Pop Music of the Future)

GENERAL

Folk music (Greek, Scotch, Irish, etc.)
Blue Grass music
Music of Vivaldi
Some jazz
(Check the Schwann catalogue at your local record store for availability.)

NOTE: I do not use popular rock music very often as it tends to elicit a stereotyped response and becomes extremely limiting. I feel the selection of music should broaden the student's musical knowledge as well as serving as a support for the dance experience.

VOLLEYBALL FOR JUNIORS (4-8)

Sidney Feldman, Volleyball Coach, University of Georgia, Athens

Footwork: Ready Position
Keep toes pointed in
Weight forward on inside balls of feet
Knees bent, back straight
Hands over knees, forearms parallel with thighs, palms facing each other
Movement
side step is best, braking action is with inside foot
cross over increases range but decreases stability.
pivot outside foot forward so that body faces in direction of intended pass.

Forearm Pass: Serve Receive
Straighten arms, bend wrists back (to hyper extend elbows) then put hands together. Important part of hand position is the heels of the hands should be touching.
Body should be in low position, stable and then a short swinging motion to PASS the ball setter. The shoulders should be the leverage point for the arms swinging and therefore there should be no leg action.

Overhead Pass:
Palms facing each other. "Thumbs in eyeballs." Elbows in. Contact ball over forehead. Allow one third of the ball to pass between hands. Wait for the ball and allow it to push your wrists back. The flex in your wrists then snaps the ball. Do not allow the flex to come from the elbows but rather just extend the arms through the ball. Do not bend the elbows any more once ball contact has been initiated. Use your legs for power. Don't jump into the ball but rather try to

"stretch yourself off the ground." Make sure one foot is placed behind the other (toes in) otherwise you will set from behind your head. The foot closest to the net is forward if you are setting within the ten foot line. Otherwise face the target and put the deep foot forward when setting from the back row.

Spike:

Approach should be left--right-left. (or left-together.) Arms should be back as the two feet hit (weight on heels of feet). Take a full arm swing with both arms. Reach high with non-hitting hand. Extend hitting hand all the way back until it touches shoulder. Swing through and contact ball on the palm of hand. Be sure to use stomach muscle to increase pike and power. Non-hitting hand should initiate swing.

Serve:

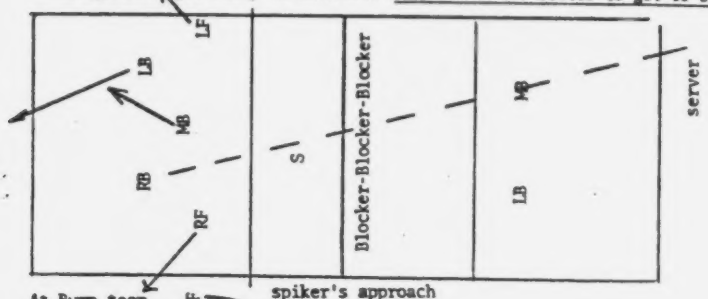
Face target. Toss ball with non-hitting hand. Take one step forward, hit ball with heel of hand hard but do not follow through. (This creates float.)

Block:

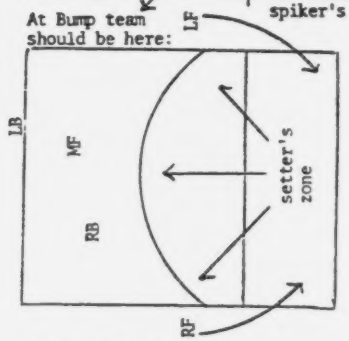
Be at net ready to block. Intimidate opponents. Hands up, palms facing net. Jump and stretch. At height of stretch snap wrists downward. Outside hand forward to turn spike back into court. Block crosscourt. "Give them the line." Read the shoulders to position block. Outside blockers set block.

Defense:
Establish a low position just prior to hit of spike. Feet parallel, arms between legs in "bump" position. Read hitter's shoulders. At contact push hips forward into arms forcing the ball upward.

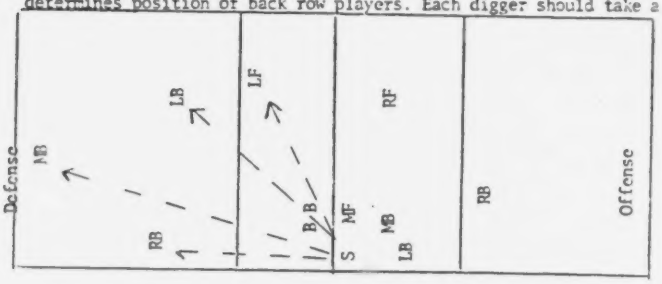
Serve Receive:
Remember to turn out!!!! First assignment:protect against bad pass. Second assignment: get ready to hit ball. Allow room for setter to get to ball.



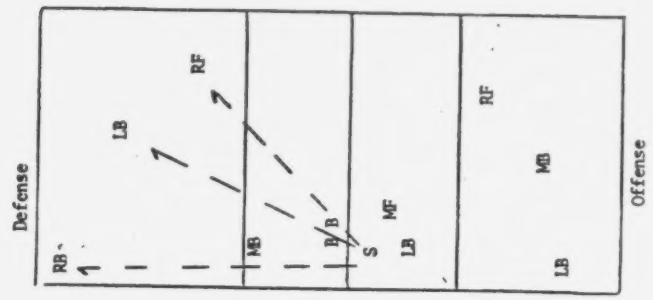
At Bump team should be here:



Defense and Spike coverage: (White defense-middle back) Position of block determines position of back row players. Each digger should take a "lane"



Defense (red) and two person spike coverage:

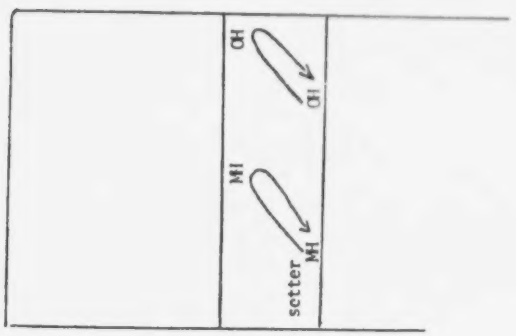


Specialization:

Each position should be played by the best player for that position. Middle blocker is the most important blocking position. Left front is the power hitter. Left back is the most important defensive position. In a multiple offense the setter should come from the right back.You should play one position in the front row and one position in the back row. When your team is serving immediately switch on service. When your team receives service, pass the ball, set the ball and hit the ball over the net (hopefully for a side-out) but immediately upon the impact of the hit switch to your specialized position.

Offenses: 4-2

Setter is in the front row. Instead of keeping her in the middle put her on the right front. This establishes two on-side hitter. The middle hitter can always attack for a one ball and the high outside set is always a bail-out.



M. Cerie Godfrey, Stringfellow Elementary School, Colquitt County Schools

FIELD DAYS

1) "God Bless America Field Day"
2) "Stars & Stripes Forever Field Day"
3) "The World in a Rainbow Field Day"
4) "Stringellow Spring Olympics"
5) "Salute to Georgia Field Day"

I will be bringing a tape of two of my field days. I will discuss the opening ceremony, the races, my helpers and the award ceremony the next day.

SALUTE TO GEORGIA FIELD DAY MAY 1st 1985

8:25-8:35	Start assembling outside around flagpole	
8:35-9:00	Processional.....Sweet Georgia Brown	
	Welcome.....Rob Tadlock	
	Pledge to the Flags....Frank Lee	
	Georgia on My Mind.....Kimiko Doughtry	Dawn Wise
	Anthony Simpson	Lasandra DeBruce
	April Hightower	Amanda Brodess
	Chuck Folsom	
	Georgia Poem.....Alex Barfield	
	Singing.....God Bless America	
	Remarks.....Mr. Godwin	
	Winner of Peanut Contest.....Miss Godfrey	
9:00-9:10	Walking to assigned areas	
9:10-9:50	Individual Events (50 Yard Dash, Sack Race, Rope Jumping Race)	
9:50-10:50	Team Events (Suitcase Relay, Sponge Race, Obstacle Course Relay)	
10:50-11:05	Teacher Tug-of-War	
11:05-11:40	Student Tug-of-War	
11:40-11:50	600 Yard Run 5th Grade Only	
11:40-12:20	Lunch (1st, 2nd, 3rd, Reid)	
11:50-12:30	Lunch (4th, 5th)	
12:20- 1:00	Individual Events (Final Round)	
1:00- 1:50	Final Round of Team Events	
1:50- 2:30	Water Balloon Toss	

Job Assignments

Punch Table.....Moak, Wooten, Roberson
Tally Table.....Willett, Willis, Cox
Delivering Punch.....Lastinger, Lee, Norman
Starting Line.....Cathy Elrod
Pat Harris
Mary Jarvis

F-46 FIELD DAY WITH A THEME...(Continued)

Poster Contest Deadline.....April 24th
Please hang your poster in lunchroom!

Stringfellow Elementary School

STARS AND STRIPES FOREVER

Field Day.....May 4th

Presentation of Awards.....May 5th *8:45-*10:00

Order of Events

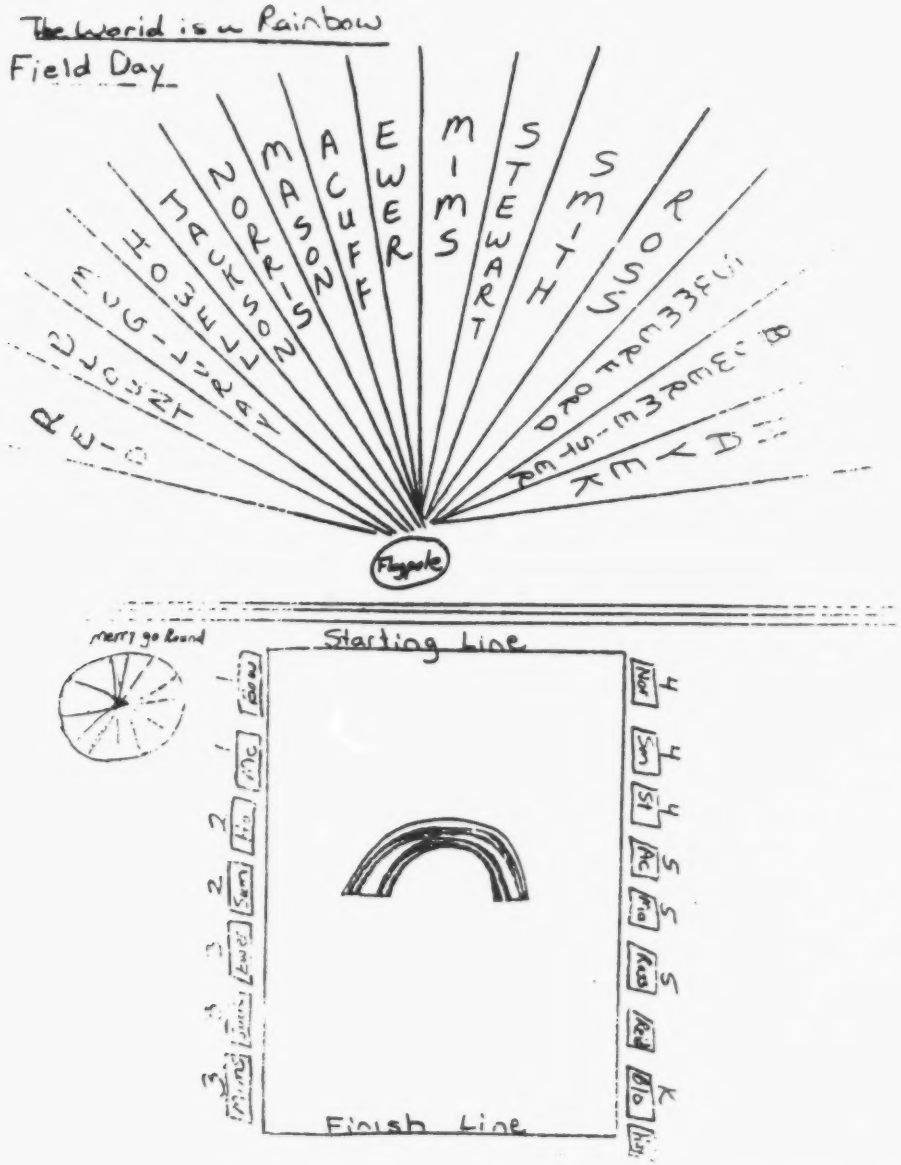
1) 50 Yard Dash
2) Sack Race
3) Rope Jumping Race (3rd, 4th, 5th)
4) Tug-of War
5) Dodging Relay
6) Bean and Spoon Race
7) Sponge Race
8) Water Balloon Toss

Schedule for Stringfellow's Stars and Stripes Forever Field Day

8:30-8:45.....Start assembling outside around flagpole.
8:45-9:05.....Processional---Stars and Stripes Forever
Singing---You're a Grand Old Flag
Pledge to the Flag---Thomas Stair
Singing---God Bless America
9:05-9:10.....Mr. Godwin (Remarks)
9:10-9:25.....Marching to assigned areas.
9:25-10:15.....Individual Events (50Yd., Dash, Sock Race)
10:15-10:55.....Teacher Tug-of-War
10:55-11:30.....Sponge Race, Final Round of Individual Event
11:30-12:30.....Lunch
12:30- 2:00.....Final Round of Team Events
2:00- 2:35.....Water Balloon Toss
2:35- 2:45.....Clean-Up

FIELDS DAYS WITH A THEME (K-5)

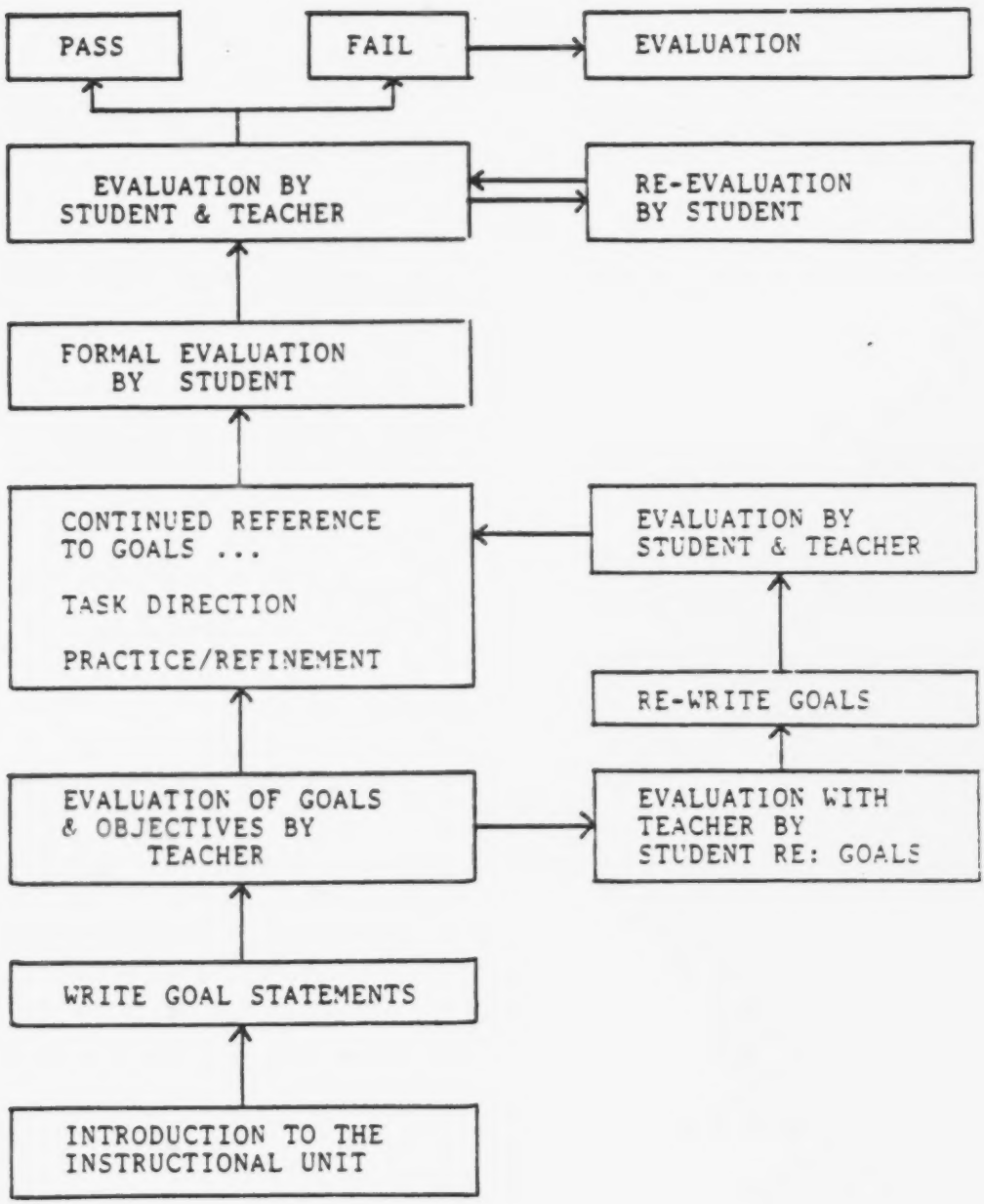
M. Cerie Godfrey, Stringfellow Elementary School, Colquitt County Schools



F-48

INDIVIDUAL GOAL SETTING: A MODEL OF PROCESS AND EVALUATION
IN MIDDLE SCHOOL PHYSICAL EDUCATION

Margaret A. Theobald, Southeast Missouri State University, Cape Girardeau



MIDDLE SCHOOL

HEALTH AND PHYSICAL EDUCATION

Name:_____ Date:_____

Grade:_____ Grading Period:_____

UNITS OF INSTRUCTION:

1. _____
2. _____
3. _____
4. _____
5. _____

PERSONAL OBJECTIVES FOR EACH UNIT OF INSTRUCTION:

I, _____, understand that I will "PASS" in Health and/or Physical Education if I successfully meet one or more objectives for each unit of instruction during the grading period. Success will be determined by mutual agreement between myself and my instructor.

I, _____, understand that I will "FAIL" in Health and/or Physical Education if I am NOT successful in meeting at least one objective for each unit of instruction during the grading period. Success will be determined by mutual agreement between myself and my instructor.

INDIVIDUAL GOAL SETTING...(Continued)

GRADE _____ NAME _____

SOCCER - Some Semester

RULES	VOLLEYING	SHOOTING
PLAYER POSITIONS	BLOCKING	GOALKEEPING
DRIBBLING (right, left foot)	HEADING	PASSING
	TACKLING	THROW-INS
KICKING (right, left foot)	DODGING	PUNTING
		FULLBACK KICK
TRAPPING		CORNER KICK

Choose any 3 of the above soccer skills/knowledge/strategies. Write at least 1 goal for each of the 3 items which you will attempt to improve, learn, or help someone else learn during the next soccer unit.

ITEMS	GOALS

I understand that if I reach at least 2 of my goals, I will "Pass" the unit of Soccer.

_____ signed

F-50

DATE NAME _____

GRADE _____

FLAG FOOTBALL

PASSING	GRASPING FLAGS	RULES
CATCHING	RECEIVING	RUNNING
HANDING-OFF	TEAMWORK	
GUARDING	POSITION PLAY	OFFICIATING

Choose as many of the above items of SKILL or KNOWLEDGE as you wish. For each one you choose, write either what YOU HAVE LEARNED about it, how GOOD YOU HAVE GOTTEN at the skill or what you MIGHT WANT TO ACHIEVE before we are finished playing for the season.

SKILL/KNOWLEDGE	EXPLAIN ....

F-51

INDIVIUDAL GOAL SETTING...(Continued)

SWIMMING SURVEY, SAFETY

NAME _____

ANSWER EACH QUESTION WITH A "Yes" or "No."

_____ 1. Are you comfortable in DEEP water?

_____ 2. Can you swim?

_____ 3. Can you dive?

_____ 4. Do you know much about Basic Water Safety?

_____ 5. Do you know what reaching and wading assists are?

_____ 6. Do you know what a PFD is?

(If you answered YES, write the definition here:)

_____

_____ 7. Do you know what a backboard is?

(If you answered YES, write the definition here:)

_____

_____ 8. Do you know how to get in a capsized boat?

_____ 9. Have you ever done #8?

_____ 10. Do you know how to give Artificial Respiration?

_____ 11. Have you ever done #10?

(If you answered YES, explain when and under what conditions you did it:)

_____

_____ 12. Do you know any First Aid procedures that might be useful at or near a pool or beach?

(If you answered YES, list the topics of first aid with which you are familiar ON THE BACK OF THIS PAGE.)

If there was ONE thing you wanted to know/do from items on this page, what would it be? Why?

DATE

NAME _____

SWIMMING

With _____ swim classes left to go in the unit, name at least 2 skills or bits of swimming/safety knowledge you would like to be able to do (or know about) before we are oompletely finished.

1	2

****

Did you succeed? Why? Why not?

Comments:

F-52 INDIVIDUAL GOAL SETTING...(Continued)

Application of the functions of the Jr. High/Middle School to Physical Education

FUNCTION	Implementation in Physical Education	Organization & Structure	Facilitation by Administration
ARTICULATION	Activities are based/built on: chronological age grade level developmental needs. special characteristics previous experiences	Curriculum is... vertical, horizontal, spiral in nature.	Allowance in the schedule for regular class periods, daily, if possible. Released time needed by teachers for program development.
EXPLORATION	A variety of experiences are offered, allowing students to try new things related to activities with opportunities for having fun & feeling good.	Units offered in: vigorous activities individual/team rhythms body mechanics Intramurals	Provisions for: equipment space safety of all students
GUIDANCE	Self-written goals Self/Teacher observations Self-direction (teacher assisted) Self-improvement Self-evaluation	Grading... Pass/Fail Behavior related situations are not reflected in the grade. Guidance counselor is utilized.	Acceptance and support given to the Pass/Fail grading system.
INTEGRATION	Writing goals in correct grammatical format. History of sports and effects on civilization studied. Activities of contemporary and community-oriented nature are offered. Lifetime values of sports are stressed.	Activity units of short duration to allow for an increase in number of experiences. Visual materials used to assist in historical aspects of sports. Field trips to area sports events are included.	Budgetary allowances for audio-visual aids needed, and/or funds for field trips. Released time for teachers to study integration aspects affecting students.
DIFFERENTIATION	Physical differences affect performance. Development of flexibility, strength, endurance and good body alignment for each individual at his/her own pace and according to each student's ability level.	Sufficient time given to allow for learning of skill and additional practice for perfecting skill. Ability grouping Warm-ups/Cool downs Courses geared for Beginners, Intermed., Advanced	Support for a daily physical education program which enhances learning because of the daily practice factor. Teacher assistants provided for individual help for students.
SOCIALIZATION	Competition Captains, Squad Leaders Squad members Acceptance of the varying abilities of others.	Allowances for student responsibilities. Stress reaching goals. Winning is NOT that important. Grouping students in varying ways.	Support for the basic philosophical nature of physical education ... the physical improvement of self and the goals of sportsmanship and cooperation with others.

FOOD FOR THOUGHT AND DANCE: RECIPES FOR SUCCESS(4-8) F-53

Eileen Warrell, Simon Fraser University, Burnaby, B.C., Canada

This presentation will address the problems of introducing dance to the Intermediate grades.

Participants will learn how to create dances using the elements of Action, Space and Effort as a 'recipe' and apply the principles of endless stimuli. The emphasis will be on setting appropriate movement tasks and creating dances that use small equipment and may incorporate simple games and gymnastic activities thus allowing for individual differences in skill, sex, age, and interests (boys are not expected to be leaves or trees). Teachers and children will then be able to select the content that best suits their needs for a well-balanced P.E. program.

The theory will be combined with practical examples. In the first half of the presentation, participants will learn the basic 'ingredients' for one dance and the second they will choose whether they learn one of the existing set dances from the video tape series, "Moving into Dance", or whether they use the skills and knowledge learned to create a new dance of their own.

Our purpose is to produce SKILLED BODY ACTIONS. Children need to have some understanding of WHAT their bodies can do, and also of WHERE and HOW they can move so that they may create their own skillful MOVEMENTS.

Each DANCE RECIPE contains THREE MAIN INGREDIENTS, these are:-

ACTIONS - WHAT the BODY can do.
SPACE - WHERE the BODY can MOVE.
EFFORTS -HOW the BODY can MOVE.

1. ACTIONS BODY ACTIONS are of two kinds, namely, GESTURE and LOCOMOTION.

GESTURES are actions which do NOT involve a change of place. They are also described as NON-LOCOMOTOR MOVEMENTS. Examples of GESTURES are shaking, gripping, lifting, lowering.

LOCOMOTION, on the other hand, actually means moving place, so that all the BODY ACTIONS concerned with TRAVELING such as running, jumping, skipping, etc., are described as LOCOMOTOR MOVEMENTS.

2. SPACE - The body moves in its OWN SPACE, which is called a KINESPHERE, as well as in GENERAL SPACE.

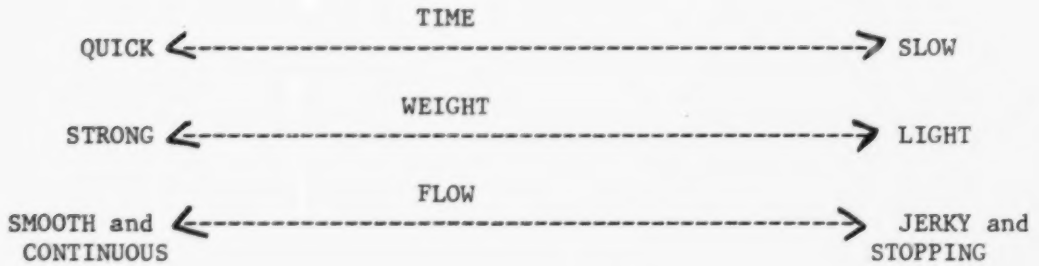
Other important SPACE concepts are DIRECTIONS, LEVELS and PATHWAYS. ACTIONS occur:

-in different DIRECTIONS:	FORWARDS, BACKWARDS, SIDEWAYS LEFT and RIGHT, UPWARDS and DOWNWARD
-at different LEVELS:	LOW, MEDIUM, HIGH

and follow different PATHWAYS: STRAIGHT
CURVED

3. EFFORTS - HOW the BODY MOVES is determined by combining different EFFORT ELEMENTS from the MOTION FACTORS of TIME, WEIGHT, SPACE and FLOW. (because space as an effort is often confusing for beginners it will be ommitted)

The character of an ACTION may be changed by varying the degrees of EFFORT.



THE LESSON PLAN

OBJECTIVES

The OBJECTIVES for the LESSON and the UNIT should be carefully thought out so that at the end of the unit the teacher and children may evaluate improvements in SKILL, FITNESS, KNOWLEDGE, and UNDERSTANDING.

TEACHING STRATEGIES

Each LESSON PLAN should include 3 TEACHING STRATEGIES:-

1. DIRECT TEACHING METHOD - Children are given no choice.
2. LIMITATION TEACHING METHOD - Children are given some choice and/or are invited to solve simple MOVEMENT PROBLEMS.
3. INDIRECT TEACHING METHOD - Children are given opportunities to create and solve their own MOVEMENT PROBLEMS or to work on TASKS set by the teacher.
   These will permit many interpretations ensuring each child of being able to pursue purposeful activity suited to his or her abilities and interests.

LESSON COMPONENTS

THEMES
To improve SKILL, FITNESS and UNDERSTANDING in the beginning, use a format of ONE MAIN THEME AND TWO SUB-THEMES in which:
- -the MAIN THEME is concerned with ACTIONS
- -SUB-THEME 1 is concerned with 1 or 2 SPATIAL concepts.
- -SUB-THEME 2 is concerned with 1 or 2 EFFORT concepts.

This provides the focus for WHAT, WHERE, AND HOW THE BODY MOVES. When teachers and children become familiar with analyzing movements in this way then it may be more appropriate to use SPACE or EFFORT concepts as the MAIN THEME and ACTIONS as one of the two SUB-THEMES.

1. INTRODUCTORY ACTIVITIES

These are chosen to 'tune in' the body intellectually and physically.
They: -are quick to organize.
-warm up to the body,
-introduce the MAIN THEME in a simple form.
and -are usually individual activities there require "huff and puff."

2. THEME AND SKILL DEVELOPMENT ACTIVITIES

The TASKS assigned in this part of the lesson usually focus on improving TECHNIQUE and working on NEW SKILLS and CONCEPTS.

3. CLIMAX ACTIVITIES

In this, the last section of the lesson, the children are assigned TASKS which apply the CONCEPTS and SKILLS learned earlier in this and previous lessons to a NEW SITUATION. It is here that skills and ideas are REFINED and children either,

-CREATE dances of their own or,
-LEARN and PRACTICE new sections of TRADITIONAL or TEACHER CREATED dances.

TASK Definition: AN ASSIGNED PIECE OF WORK

All the MOVEMENT TASKS used in a lesson should be designed to include ACTIVITIES and CONCEPTS that promote PHYSICAL and MOTOR FITNESS and SKILL. It is very important that improving ALL aspects of FITNESS is seen as a key objective FOR EVERY CHILD in EVERY PHYSICAL EDUCATION LESSON whether the content is designed to enhance GAMES or GYMNASTICS or DANCE SKILLS.

To ensure MAXIMUM ACTIVE PARTICIPATION teachers should select TASKS and EQUIPMENT carefully. EVERY CHILD MUST DEVELOP SKILLS, FITNESS and KNOWLEDGE according to their INDIVIDUAL NEEDS. This will not occur without careful planning.

Whatever TEACHING STRATEGY is used each child should have a sense of SUCCESS AND ACHIEVEMENT. LIMITATION TASKS are most commonly used for this purpose. However, it is necessary to use some DIRECT TASKS, particularly with beginners, at the start of a lesson.

Some teachers find it difficult to know how to organize DIRECT TASKS so that the least able, as well as the average and the most able children are SIMULTANEOUSLY successful.

(b) by BEATING THEIR OWN RECORD against the CLOCK. (For example, if they can jump rope continously for one minute, then they aim for ninety seconds, two minutes etc.)

(c) by BEATING THEIR OWN RECORD both in terms of ENDURANCE and SPEED. (If they can jump fifty times in one minute, aim for sixty. Once they have accomplished that they may set a new number and period of time.)

This type of approach means that no child is without a CHALLENGE suited to his/her abilities. It also gives the teacher the opportunity of helping the least able to gain SKILL and KNOWLEDGE while all the others are gainfully employed. A child needs to compete against him/herself so that he/she learns how to HANDLE SUCCESS and OVERCOME FAILURE before he/she is ever asked to compete against others. Competition is most fun when skilled opponents of more or less equal ability meet and the outcome cannot be forecast.

COOPERATION Children are expected to work:

-INDIVIDUALLY without interfering with others,
-WITH A PARTNER,
-WITH A SMALL GROUP. The size is usually limited to 4 when children are required to invent and create sequences. If the group is larger, it is difficult to provide opportunities for everyone to participate in the creative process. The final dance may involve larger sized groups once the movements have been created.

EVALUATION Children should be encouraged to evaluate their own progress. Most children want to learn and develop their skill and knowledge. Success breeds success. Help them to see how much more skilled they are at the end of the unit than they were at the beginning. Let the children measure their individual successes not failures. Encourage step-by-step progress by providing developmental challenging tasks.

"LEARNING IMPORTANT STUFF IN PHYSICAL EDUCATION"-- COGNITIVE DEVELOPMENT THROUGH PERCEPTUAL MOTOR ACTIVITIES

Sue Oertley, Judy Roads and Charlene Stewart
Marvin Pittman Laboratory School, Georgia Southern College, Statesboro

RECOGNIZING COLORS

1) Color Sheet Activities
Materials: Large sheet made from various colors of durable paper, oil cloth, etc., and color cards.
Tasks: Ask the student to perform a given task on a specific color space. May be given a visual cue in the form of a small color card. Later a verbal cue is sufficient.

2) Color Game
Form a circle, each child holding a color card. When a color name is called, all the students holding that color card leave their spaces and run around the circle, attempting to reach their respective home spaces first.

3) Rhythmical Color Activities
Movement exploration of color "moods." Use of many early childhood recordings.

4) Sorting Objects by Color
Challenge students to sort off types of objects found in their classroom or gym by color.

5) Color Relay
Materials: Color sheet, small one-color cards.
Procedure: Place color sheet in front of each relay line. On "go", the first child in each relay line runs forward and selects a color card to match a space on his team's color sheet, returns, places it on the appropriate space. The relay proceeds until all children have run the relay or until all the color spaces are covered with the color cards.

RECOGNIZING SHAPES

1) Movement Exploration Activities
Give students challenges involving bodies to form various shapes, also, include challenges requiring a partner(s).

2) Making Shapes With Ropes

3) Making Shapes With Yarn

4) Drawing Shapes With Chalk (#2, #3 and #4 require varying degrees of motor control; movement challenges can be given along with each.)

5) Making Shapes With Clay
Materials: Clay and Shape Pages Procedure: Provide each student with clay to be molded to match shapes drawn on the student's page.

6) Shape Sheet Activities
Materials: Large sheet of durable paper, oil cloth with large shapes painted or glued on it. Tasks:* Ask the student to perform a specific motor task on a specific shape while giving him a visual cue, later... by providing him verbal cues. *Hold visual sequence cards, made by placing a sequence of shapes on an index card, so the student can "read" the sequence as he moves from one shape to another corresponding with the sequence card. "Reinforce the listening and memory processes by giving the student the sequence verbally.

7) Manipulating "Pattern" Blocks
Materials: With masking tape or paint, place figures and shapes on each side of boxes or large blocks. Task: Duplicate the pattern example by placing the blocks in their proper relationship with each other.

F-58 LEARNING IMPORTANT STUFF IN PHYSICAL EDUCATION...(Continued)

LISTENING DISCRIMINATELY AND FOLLOWING DIRECTIONS

1) Movement Exploration Activities

2) Rhythmical Activities

RECOGNIZING LIKENESS AND DIFFERENCES

1) Movement Exploration games such as "Pose" and "Mirrors"

2) Rhythmical Activities

3) Picture Cards
Materials: Stick figure cards. Tasks: *Challenge students to move like the figure on the displayed card. *Challenge students to move differently from the figure on the displayed card. (Figures can be running, jumping, balancing on one foot, etc.)

4) Duplicating Patterns Using Dried Beans, Macaroni, Toothpicks

LEARNING THE ALPHABET

1) Alphabet Hopscotch
Materials: Large sheet with alphabet printed in random order and visual alphabet cue cards. Task: Hop or jump onto the letter corresponding to the alphabet card. Encourage the student to name the letter as he moves to it.

2) Alphabet South Game
Each child, except one, holds an alphabet card. "It", who has no card, stands up and calls out two letters. All children holding the called letters must exchange spaces. "It" attempts to sit in an emptying space. The new "It" gives his card to the old "It" and the game proceeds in this way until "Alphabet Soup" is called and everyone must leave their places and find new spaces.

3) Feeling Game
Student is blindfolded and challenged to guess the letter he is touching. The letter shape is cut from sandpaper or heavily textured cloth.

4) Configuration Board
Student confirms his choice of letter by walking on the appropriate lines.

PHONICS--SOUND ALIKES AND RHYMES

1) Traditional activities such as jump rope and game rhymes can be used to make students aware of rhyming words/sounds.

2) Movement Exploration "Brain Storming" Sessions
Teacher suggest a word to act out such as "Sit." The children are encouraged to think of rhyming words, such as "Hit" and to act it out.

NUMBER READINESS

1) Movement Challenges
Encourage students to perform a specific movement a specific number of times, reinforcing the one to one concept.

2) Kerplunk Game
Materials: Large container, beans, buttons, blocks, bean bags, for each child. Challenge the children to stand near the container and drop a designated number of objects in the container, counting each one as it goes into the container.

3) Ringmaster Game
Children stand in circle formation with the Ringmaster in the center. The teacher whispers a number to the Ringmaster. On signal, the children march around the circle, counting each step. When they reach the number the Ringmaster begins to chase the children. They may run to a "safe" line designated on two sides of the circle.

4) Progressive Counting Movement Activities
Count each hoop as you jump into it. Count each wand as you leap over it.

5) Number Dot Patterns
Perform a motor task (bounce ball, jump rope) the same number of times corresponding to the dots the pattern.

6) Number Rocket
Children jump from one numbered space to the next and when they reach 10, they "blast off" with a long jump. Encourage counting on each jump, associating the number name with the number symbol.

7) Moving on Number Symbols
Paint large numerals on floor. Encourage students to perform a certain task on the numeral, repeating the task number of times corresponding to the numeral.

8) Numbered Obstacle Course
Place numerals on each obstacle, indicating how many times each task is to be done.

9) Picking up Sunflower Seeds
Challenge the students to pick up seeds with a clothespin, place them in a small container, counting each as it is picked up.

SERIAL MEMORY AND SEQUENCE ACTIVITIES

1) Taking Trips
Materials: Various figures and shapes painted on hard surface. Tasks: *A student takes a trip visiting as many figures/shapes as he desires. Then he attempts to repeat the trip in th same order or sequence. *Another student observes the "trip taker" and attempts to duplicate the first trip. "One student performs various motor tasks on several of the figures; the second student attempts to remember the motor tasks and the figures in the order in which they were performed.

F-60

50 DEVELOPMENTAL EXERCISES FOR YOUNG CHILDREN (K-6)

Jim L. Stillwell, Pittsburg State University, Kansas

I. The presentation deals with the place of exercise/calisthenics/warm-ups in an elementary physical education curriculum. Exercises for the development of flexibility, muscular strength, and muscular endurance will be presented. In addition a discussion of guidelines to follow when using exercise with young children and a list of uses, including (1) general introductory activity, (2) specific introductory activity, (3) circuit training items, (4) task sheet items, and (5) outside-of-class activity will be presented.

II. Uses and Guidelines

A. Uses
1. General introductory activity
2. Specific introductory activity
3. Task sheet items
4. Relay race items
5. Obstacle course items
6. Outside-of-class activity

B. Guidelines
1. Perform before use
2. Use a variety of exerices
3. Involve large muscles of body
4. Allow for individual differences
5. Point out commont errors
6. Modify for success
7. Allow recovery time
8. Vary approach
9. Use music on occasions
10. Use imagery whenever possible

III. Developmental exercise

A. Flexibility
1. Head twisters
2. Trunk twisters
3. Ankle twisters
4. Head turns
5. Limb looseners
6. Pretzels
7. Propellers
8. Shoulder movers
9. Jumping jacks/jills
10. Windmills
11. Belly, toes, and up
12. Head, shoulder, knees & toes
13. Toe touches
14. Knee raisers
15. Hurdlers
16. Up and over
17. Weathervanes
18. Back stretchers
19. Elbow-knee benders
20. Forward lungers

B. Strength and muscular endurance
1. Crab kicks
2. Crab walkers
3. Belly push up
4. Push up
5. Upper boy push up
6. Hop turns
7. Jump turns
8. Cross-over strides
9. Elbow-knee walkers
10. Jack-in-the-box
11. Butter churns (partner)
12. Partner toes touches
13. Rocking chairs (partner)
14. Wheel barrows (partner)
15. Partner hops
16. Head lifters
17. Bent knee sit ups
18. Crunchers
19. Back Flatteners
20. Mad cats
21. Sprinters
22. Pogo springs
23. Squat thrusts
24. Run in place
25. Stork stand
26. Hop kicks
27. Crazy 8's
28. Body raisers
29. Scissors
30. Scooters

NAME: LIMB LOOSENERS/CHICKEN WINGS

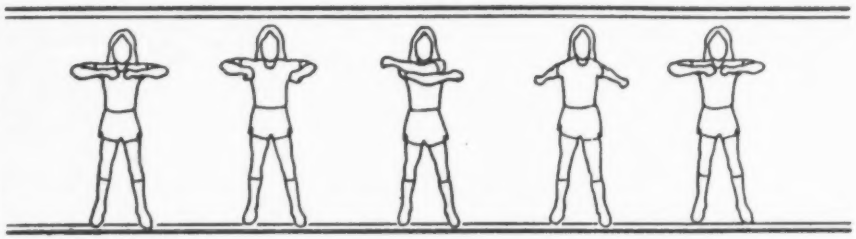
PURPOSE: To develop flexibility in the shoulder, chest and back.

RATING: ★★

STARTING POSITION:
The child stands erect with feet shoulder width apart. The hands are placed together in front of the chest with elbows pointing outward.

SEQUENCE:
This is a four count exercise. On "1" the elbows are extended backward as the shoulder blades are brought together. On "2" the hands are brought forward again, crossing in front of the chest. On "3" the arms are fully extended from the sides. On "4" the child returns the arms to the starting position.

NOTE:
This exercise is particularly suited as a warm-up preceding throwing activities. The movements should be done to a slow cadence.



NAME: PRETZELS

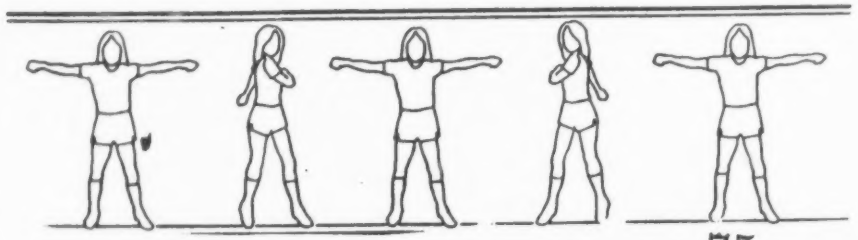
PURPOSE: To develop flexibility in the shoulder.

RATING: ★★

STARTING POSITION:
The child stands erect with feet shoulder width apart and arms fully extended from the sides.

SEQUENCE:
This is a four count exercise. On "1" the child twists at the waist to the left. The left arm is extended as far back as possible as the right arm is wrapped across the chest. On "2" the child returns to the starting position. On "3" the child twists to the right as the right arm is extended back and the left arm is wrapped across the chest. On "4" the child returns to the starting position.

NOTE:
This exercise should be done slowly in order to prevent injury. The feet should remain stationary. A greater twist can be attained by increasing the force applied with the arms.



NAME: HEAD TWISTERS/ROTATORS

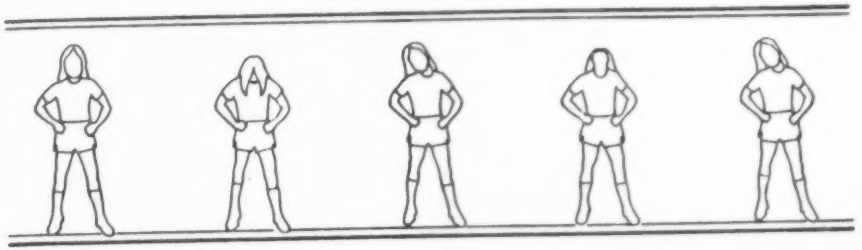
PURPOSE: To develop flexibility and strength in the neck.

RATING: ★★★

STARTING POSITION:
The child stands erect with feet shoulder width apart and hands placed on hips.

SEQUENCE:
This is a four count exercise. On "1" the child bends forward at the neck to form a 90 degree angle, then returns to the starting position. On "2" the child bends the head laterally to the right as far as possible and returns to the starting position. On "3" the child bends the head backward as far as possible, again returning to the starting position. On "4" the child bends the head laterally to the left as far as possible and returns to the starting position.

NOTE:
The movements should be gradual and not jerky. This exercise should be performed both clockwise and counterclockwise to prevent dizziness.



NAME: HEAD TURNS

PURPOSE: To develop flexibility in the neck.

RATING: ★★

STARTING POSITION:
The child sits with legs crossed and hands on the hips.

SEQUENCE:
This is a four count exercise. On "1" the child turns the head as far to the right as possible. On "2" the head is returned to the starting position. On "3" the child turns the head as far to the left as possible. On "4" the head is returned to the starting position.

NOTE:
The movements should be gradual and not jerky.
To make this a static exercise, the first and third positions should be held for a count of five.

NAME: ROCKING CHAIRS

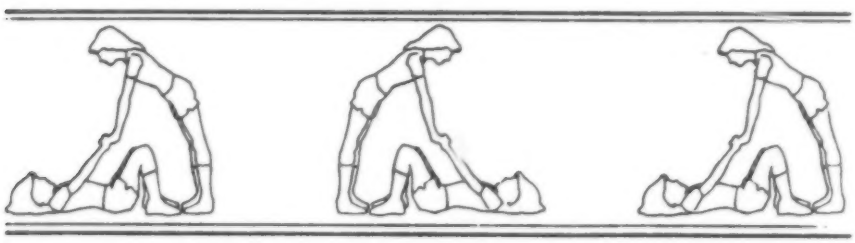
PURPOSE: To develop strength in the back, arm and shoulder.

RATING: ★★

STARTING POSITION:
One child lies in the supine position with legs together and knees bent. The partner stands at the feet of the first child with toes touching. Hand are clasped.

SEQUENCE:
This is a two count exercise. On "1" the child in the up position pulls the partner up and is then lowered to the floor. On "2" the action is reversed.

NOTE:
The children should be paired according to size.
The child in the up position should not sit on the floor until the partner has been pulled up.
When first learning the exercise, a pause can be taken at the end of each count, but the activity is best performed in a continuous motion.



NAME: BUTTER CHURNS

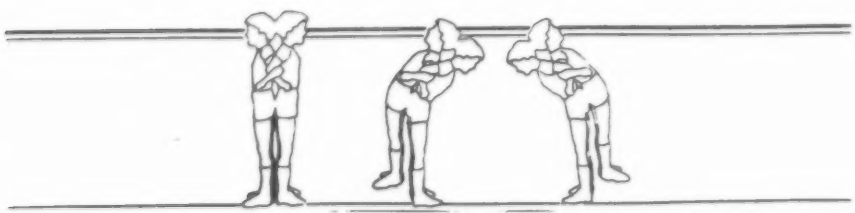
PURPOSE: To develop strength in the lower back and flexibility in the chest and abdomen.

RATING: ★★

STARTING POSITION:
Two children stand back to back with arms interlocked at the elbows. The feet are shoulder width apart.

SEQUENCE:
This is a two count exercise. On "1" a child bends forward at the waist. The partner simultaneously leans back, lifting the feet from the floor. On "2" the action is reversed.

NOTE:
For this exercise, children should be paired according to size.
This exercise can be modified by requiring the child in the bent position to hold the partner off the floor for a specified amount of time.



ENHANCING LEARNING OUTCOMES THROUGH COOPERATIVE TEACHING STRATEGIES
Steven Grineski, Moorhead State University, Minnesota

"All too often when it comes to the physical education of children we steal away this world of the child by dictating games to them. We do this under the assumption that it is good for them to learn about out major sports through lead-up games involving kickball, dodgeball, Newcomb, line soccer, steal the bacon, and the like. Most of these games, however, are characterized by large groups, lack of participation, elimination, and stress on winning. Those who are not ready because of interest, motivation, stength, size or skill often turn to search for stimulation in activities other

than the game. These symptoms can be seen when children begin daydreaming, playing with dandelions in the grass, shoving, pushing, pulling, or looking for mischevious action with a friend."

from A Movement Approach to Games for Children by Peter H. Werner

GOALS

To increase the awareness and understanding of the value of goal directed physical education

To explain and develop the cooperative teaching strategy concept

To demonstrate specific cooperative teaching strategies

OBJECTIVE

The participant will modify a given activity using a select cooperative teaching strategy.

AGENDA

1. Introduction
2. Verbal presentation
   a) Value of goal directed physical education
   b) Designing appropriate learning experiences
   c) Cooperative teaching strategies
3. Video-tape "Play with a PURPOSE"
4. Written Evaluation

FACTORS INVOLVED IN MODIFYING INSTRUCTION

1. Object and Purpose
2. Environment
3. Structure
   a) boundaries
   b) equipment
4. Players
   a) organization
   b) relationship
   c) responsibility
   d) permitted action
   e) number

GETTING STARTED

Hollis Fait, says "If a student has the skill for a game but the nature of the game is restrictive-Change it"
(from Special Physical Education. 1982)

Restrictions to be changed:

1. Limited practice time
2. Designed for Failure-not Acceptance
3. Rules, Skill Complexity, Equipment, Space, Players

Changing games for kids who are handicapped is the same as for kids who are non-handicapped.

1. Determine the performance objective for the students.
2. Based upon your objective design a learning experience.
   A. Learning experience should match the stage of development and performance level of the students.
   B. Learning experience should allow for plenty of practice attempts for all the students.
   C. Learning experience should be safe and secure for all the students.

3. Strategies for increasing the probability of the learning experience meeting the needs of all the students.

   A. Non-elimination

   Elimination games do not match any objective, except - The student will not learn....

   Students who need the most practice receive the least and are socially rejected.

   Dodgeball- instead of being eliminated just cross over and join the other team.

   Simon Says- instead of one line play with two. If you make a mistake just join the other line.

   Musical Chairs- instead of eliminating children--eliminate the chairs.

   B. Groups

   Use lots of mini-games instead of one large game. Try sequencing games according to various challenges. Some kids try many, some kids try a few and some kids play just one. No one said,-"we all have to do the same thing at the same time."

   Dodgeball- six small games going on at the same time
   2 on 1 games X o X

C. Individualizing game skills

Simple dances or games/relays- just because the direction call for skipping why can't some gallop, run or slide?

Basketball- Skilled players commit foul face the consequence. Average skilled players commit a foul-teacher remodels the skill in question, students repeat the skill, then the consequence.

Below average skill player commits a foul- teacher remodels the skill in question, student repeats the skill, then play continues.

D. Equipment- Try smaller, lighter and more than the real rules call for when changing games. (i.e. smaller court, smaller balls, many balls and multiple goals)
Just these simple changes would provide significant changes in participating which would result in more kids learning the skills in question. Isn't that what should happen?

E. Rules- Eliminate rules that cause a imbalance in the game structure or cause the game to stop and draw attention to certain individuals. (i.e. permit longer reaction time-multiple bounces of volleyball on floor before return, eliminate the serve in volleyball to allow for continous play, allow for a variety of responses in a given situation to equalize advantages for all players.)

F. Acceptance-Design your games around the theme of cooperation. Cooperative games require all participants to make a worthwhile contribution to the final outcome of the game so all can be winners-feel successful and learn. I think that is what games should be for all children.

Try the Long, Long Jump Pin Triangle Tag

Implement the following technique for more particpation:

1. All Pass- before a scoring attempt is made all the players must touch the object.
2. All Score- before a team is declared the winner all players must score once.

MORE IDEAS

1. Choose cooperative situations where improvement of skill is the goal and where the partner is used to contribute toward that goal.
2. Develop games that use two or more objects.
3. Choose small groups of similar ability levels.

4. Make rules that can be flexible and let the students enforce these rules.

5. Allow the children to name the game.

6. Work toward making the game serve the interests and needs of ALL the students.

7. Try using the INVENT A GAME GRID- Choose one component from each of the seven select areas.

	Environment	*Objective*	*Structure*	*Action*	*Roles*	*Equipment*	*Fantasy/Ritual*
1	living room	achievement	circle	sitting	It/not It	balls	food
2	classroom	tagging	square	running	two teams	discs	mythology
3	auditorium	racing	opposing lines	jumping	three teams	ropes	movies/TV
4	gym	throwing	chain	crawling	partners	swatters	nature
5	field	capturing	bounded field	carrying	group	balloons	science fiction
6	beach	eliminating	combat zone	repelling	leaders	clothing	technology
7	woods	responding	safety zone	pulling	liberators	coins	song
8	snow/ice	guessing	pile	signaling	decoys	noisemakers	dance
9	water	scoring goals	back to back	eyes closed	impostors	boxes	chanting
0	outer space	participation	free form	no action	goalies	no equipment	counting

Collective Score - A scoring technique in which scores from both teams are added together.(i.e. both team set a pre-determined goal of 100 points, when 100 points is reached all are winners)

All Play - Everyone who wants to paly is given equal playing time.

All Touch/Pass - Before a scoring attempt is made all players must touch the object. Great for Soccer, Hockey, Basketball.

All Score - Before a team is declared the winner all players must score at least once.

Coed Pass - All passes must alternate from male to female.

Coed Score - All scoring must alternate from male to female.

from The New Games Book.

WRITTEN EVALUATION

Given the information concerning the value of goal directed physical education, design of appropriate learning experiences and effectiveness of cooperative teaching strategies complete the following assignment. For purposes of this assignment choose one of the following activities:

1. Jump the Shot

   The players stand in circle formation. One player with a long rope stands in the center. A soft object is tied to the free end of the rope to provide some weight. The center player turns the rope under the feel of the circle players, who must jump over it. Players are eliminated if they are touched by the rope.

2. Bombardment

   Players are divided into two teams and scattered in a playing area divided in half with a four-foot restraining line next to each team's end line. Place 6 clubs in these four-foot sections. Each team starts with five balls and tries to knock down their opponent's clubs. Players may use their hands or legs for blocking throws, but only hand throws for attempted knock downs. The team that first knocks down all of its opponent's clubs is the winner.

A. Write a performance objective

B. Create a modified learning experience, to include a cooperative teaching strategy.

HUG TAG

This is another cooperative variation of "regular" tag. A player is safe from being tagged only when she is hugging another player. For more hugging, propose that only three children hugging together are safe, then four, then five, and so on. Younger children really enjoy this game.

FISH GOBBLER

A big favorite! Five- and six-year old kids really love this one. All you need is an area big enough for all the children to spread out with ample room to maneuver. When the caller (known as the Fish Gobbler) shouts "Ship", all the children run toward the wall to which he points. On the shot "Shore", they quickly change directions and run toward the opposite wall. On the signal "Fish Gobbler", the kids quickly drop to the floor on their stomachs and link arms, legs, or bodies together with one or more friends. The Fish Gobbler moves around the room with arms outstretched like a big bird swimming toward the other players but not touching any of them. The children are "safe" as long as they are physically linked together. Once the Fish Gobbler sees that everyone is linked to someone else, the signal "Rescue" is called. At this moment all the children jump to their feet, join hands, and yell "Yah", raising their joined hands over their heads. The game ends when the children are ready to move on to another game. Various other calls could be added, such as "Sardines" (everyone runs to a central point to make the tighest group possible by either lying on the floor or forming a massive standing hug); "Fisherman All" (everyone sits on someone else's knee or knees); "Crabs" (everyone backs up to a partner, bends over, and reaches under their legs to hold hands); "Fishnet" (let the kids use their imagination and decide how to make one.)

CROSS-OVER DODGEBALL

As in regular dodgeball, players begin on different sides of a line and attempt to throw balls at players on the other side. However, in this no-loser version, if a player is hit with a ball she immediately runs to the other side (other team) and continues to play. Players are continously throwing, dodging, hitting, being hit, and switching sides. The object is to end up with all players on one side, which requires a lot of hustling. You might also want to try having entire sides switch.

The game seems to work better with small teams. If there are five players on a side (which is ideal), we generally use four beach balls, four very soft rubber balls, or four pillows. With ten players per side we have eight or nine balls (or pillows) in play. The cross-over structure, together with the additional balls and moderate-sized playing area, ensures that everyone is continously involved. The game can also be played in pairs--for example, two on one pillow or towel tossing the ball or another pillow. Adjust the size of the playing area as needed.

NON-ELIMINATION SIMON SAYS

Two games begin simultaneously, each with a leader, who performs various movements which the children mimic when given the command "Simon says do this." However, when the leader say, "Do this", without first having said, "Simon says", any child who follow merely transfers to the second game, joining in the next time "Simon Says" instead of being eliminated, as in the traditional game. In this way there is no exclusion, only movement back and forth between two parallel games. Nonelimination Simon Says can also be played in pairs. Why Simon never said, "No one will be left out" before now is beyond me.

CHINESE CIRCLE

A small group of children join hands and form a circle. They begin to walk in one direction and gradually increase their speed until they are going as fast as possible without breaking their handhold.

A variation of this game begins with several children inside the circle. Once the circle is moving around at a steady pace, the children inside the circle try to slip out by running through the slightly raised arms of the children making up the circle. The center children have to time their escape accurately, but the circle children do not try to prevent them from getting out. Wherever possible they help be slowing, dodging, or raising arms.

PIN

This game of cooperation is played by Indian children in Guatemala. A wooden pin is set up at a moderate distance from a throwing line. (The group can decide the length.) The object is for the team to work together to get the first ball that is rolled (lead ball) to touch the pin without knocking the pin over. Ther first player rolls his ball and the subsequent team members try to roll their balls so that they nudge the lead ball closer to the pin. The game is won when the lead ball is touching

the pin. If the pin is knocked over, the player who knocked it over starts a new game be rolling the first ball.

LONG, LONG, LONG, JUMP.

As the name implies, the objective of this activity is for a group of children to jump collectively as far as possible. The first player begins at a starting line and makes one jump. The next player starts his jump where the previous person landed. The players can attempt to better their total collective distance on successive tries. This can be played indoors or out, with backward broad jump, forward broad jump (standing or running), hop-skip-and-jump, and so on.

TRIANGLE TAG

To start, three of us in each group hold hands in a triangle, facing each other. One of us volunteers to be the target. The fourth player stands outside the triangle as the chaser.

The object of the game is simple--the chaser tries to tag the target. However, the dynamics of the game are unique: The three players in the triangle all cooperate to protect the target by moving and shifting, and the target cannot be legally tagged on the hands or arms or from across the triangle.

If we want to make the game more challenging for the target protectors and a bit easier for the chaser, the people in the triangle can keep their hands on each other's shoulders. And if our players number a baker's dozen, we can have one chaser and four triangles, each with a target. Or two pentagons and three chasers. And while we're in this Euclidian frame of mind, why don't we start with triangles and invent a geometrical team game?

BIG TURTLE

A group of about seven or eight children get on their hands and knees under a large "turtle shell" and try to make the turtle move in one direction. A gym mat works fine as a shell; use your imagination for other materials, such as a large sheet of cardboard or plastic, or a blanket, tarpaulin, or mattress.

When we first tried this with five-year olds, the children all moved in different directions and the turtle shell dropped to the floor. But before long they realized that they had to work together to get the turtle to move. When we first tried this with four-year olds, as soon as the shell was placed on their collective backs, the children all lay down and curled up. After carefully explaining to them that they had to stay on their hands and knees if the turtle was to move, we heaved the shell upon their backs with great gusto. They all lay down. We weren't ready to give up yet, so we tried having the turtle move around without its shell (collective crawling in one direction). This worked fine. I thought to myself...this time when the shell is moved into place, it's for sure going to work. It didn't! I thought about bringing in a real turtle to let the kids watch it and follow it, or making an authentic

looking turtle top out of some light stuffed material. But before I could turn these ideas into action, these little four-year olds got the idea of Big Turtle working beautifully.

Six- and seven-year-old children can have fun trying to get the turtle to go over a mountain (a bench will do) or through an obstacle course without losing the shell. Five-year-olds also enjoy playing this game with the theme of "the tortoise and the hare"; as in the fable, the tortoise follows a straight line and the hare (three little people hopping together) zigzags all over the place.

games from The Cooperative Sports and Games Book by Terry Orlick

COOPERATIVE PLAY ALTERNATIVES
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GUAMANIAN STICK DANCE (4-8)

Dale O. Barrow, Gaston County Schools, Gastonia, North Carolina

The Guamanian Stick Dance is done by two dancers. Each dancer holds two sticks, one in each hand, as they dance about each other alternately striking the ground, their own sticks and those of their partner. The movement of the dancers is natural and smooth as they walk around each other. There is no set foot pattern.

This version of the stick dance was developed through the cooperation of a Guamanian student attending Sacred Heart College in Belmont, North Carolina and the physical education specialist at Ida Rankin Elementary School in Mount Holly, North Carolina.

This session will include a demonstration by two dancers followed by instructions on how to do the dance. To receive maximum benefit, audience participation is encouraged.

EQUIPMENT - two dowels for each dancer (3' by 1/2")
MUSIC - any music with 6/8 or 3/4 time
Guamanian Music - "Y Biejo Na Taota"
DANCERS POSITIONS - partners face each other and take a step to the left - All dancers' backs must be toward one of two walls. If boy-girl partners, have all the boys have their backs to the same wall.
CIRCLE - walk around in circle twice and stop in original position
DOWN -dancers touch the floor once with the two sticks simultaneously
TAP - dancer taps his two sticks together
HIT - partners hit sticks in right hands together
STRETCH - partners reach forward and behind partner with the stick in the right hand while extending the left stick behind himself. Each partner hits his partner's stick with the stick in the right hand.
KNEEL - kneel on the floor and sit back on heels
STRETCH - (from kneeling position) the dancer kneeling extends the left stick back at the shoulder level by bending the elbow and bringing the left hand to the left shoulder. He extends his right stick behind his partner.
UNDER - (one partner kneeling) dancer standing kicks up his right leg as he brings his left stick under his leg and hits the left stick of the dancer kneeling on the floor.
UNDER - (both dancers standing) both dancers kick up their right legs and hit left sticks together under their legs

GUAMANIAN STICK DANCE

Modified by Dale Barrow

Introduction - 4 measures

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

STRETCH - (7 times) down, tap, tap, hit, tap, tap, stretch 1
" " " " " " 2
" " " " " " 3
" " " " " " 4
" " " " " " 5
" " " " " " 6
" " " " " " 7
tap, tap, hit, tap, tap

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

BOY KNEELS - GIRL CIRCLES BOY - down, tap, tap, hit, tap, tap (8 times)

BOY KNEELS - STRETCH (7 times) - down, tap, tap, hit, tap, tap, stretch 1
" " " " " " 2
" " " " " " 3
" " " " " " 4
" " " " " " 5
" " " " " " 6
" " " " " " 7
tap, tap, hit, tap, tap

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

GIRL KNEELS - BOY CIRCLES GIRL - down, tap, tap, hit, tap, tap (8 times)

GIRL KNEELS - UNDER (7 times) - down, tap, tap, hit, tap, tap, under 1
" " " " " " 2
" " " " " " 3
" " " " " " 4
" " " " " " 5
" " " " " " 6
" " " " " " 7
tap, tap, hit, tap, tap

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

STANDING UNDER - (7 times) - down, tap, tap, hit, tap, tap, under 1
" " " " " " 2
" " " " " " 3
" " " " " " 4
" " " " " " 5
" " " " " " 6
" " " " " " 7
tap, tap, hit, tap, tap

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

UNDER - STRETCH (7 times)
down, tap, tap, hit, tap, tap, under, tap, tap, stretch 1
" " " " " " 2
" " " " " " 3
" " " " " " 4
" " " " " " 5
" " " " " " 6
" " " " " " 7
tap, tap

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

BOTH KNEELING - down, tap, tap, hit, tap, tap (3 times)
down, tap, tap, freeze with partners' sticks crossed

CHUTE THE WORKS (4-8) F-73

Diane Duffy, Montclair Elementary School, Dekalb County, Georgia
Billy E. Gober, Coordinator, Dekalb County Schools, Georgia
Children from Montclair School, Dekalb County Schools, Georgia

I. Introduction
   A. There will be a brief discussion the the terminology involved in the routine.
   B. There will be a brief explanation of the activities being presented.

II. The students will demonstrate activities.
   A. The students will present two movement activities.
   B. The students will present two ball oriented activities.

III. The audience will be invited to participate.
   A. The students will teach one movement activity and audience will demonstrate.
   B. The students will teach one ball oriented activity and audience will demonstrate.

IV. Wrap up session.

CHUTE THE WORKS is designed to develop specific areas of movement. The parachute adds color and novelty to the entire endeavor. Although the activities presented here are not too difficult for the novice, it is desirable that both the teacher and the students have some previous experience with a parachute. Familiarity with the terms and execution of the basic patterns, such as the umbrella and the mushrooms, will facilitate accomplishment, making it truly possible to Chute the Works.

This album is divided into two sections. Side 1 features "body management" activities which develop awareness of the body in motion. Side 2 features "manipulative skills" which explore and enhance the student's capabilities in handling objects.

By utilizing the wide range of exercises presented on the entire album, students will experience unique developmental opportunities not found in any other physical education media. Each band progresses in difficulty from the simple to the challenging.

The following list encompasses the areas of human movement developed through Chute the Works:

Isotonics: The natural air resistance of the parachute necessitates the continued exertion of muscle tension in the upper extremities as the student moves through the described patterns. Other familiar isotonic activities include weight lifting, bat, racket, and club swinging, in addition to the normal, everyday lifting and moving actions.

Isometrics: The constant muscle tension applied to the parachute to hold it in position involves the participant in static contraction of the muscle of the upper extremities. Other isometric activities include gripping the bar in water skiing, cycle riding and holding gymnastic positions.

Anaerobics: Anaerobic exercise is a period of activity of sufficient duration and intensity to tax the cardiovascular system briefly, followed by a change of

pace which allows for recovery. Other familiar anaerobic activities include basketball, soccer, football, hockey and some track events in which the participant exerts near maximum effort for a short period of time.

Aerobics: Aerobic exercise is featured in the most advanced routines of the album. These routines were designed to give the cardiovascular system a real workout. Properly executed, these activities will push back the barriers of endurance and increase the level of physical fitness. Other aerobic activities include long distance swimming and jogging.

The exercise criteria described can be achieved by the conscientious teacher, who employs the "Chute the Works" routines in a steady progression by alternating body management and manipulative activities. It should be possible to teach a routine to the class in a 30 to 40 minute period.

Music naturally enhances movement and motivation will be high once the students master a movement sequence in unison. Teachers are especially encouraged to use these routines in public displays of their physical education programs, accompanied by an interpreation of the levels of physical achievement involved.

SITTERCISES: AEROBIC ACTIVITIES FOR THE CLASSROOM (K-8)

Billy E. Gober, HPE Coordinator, Dekalb County Schools, Georgia

Introduction

Sitting around has never been thought of as fun by a great many children and most adults. There are those occasions though when an audience or class must be seated and even more occasions throughout life where one is relegated to the sitting position. Who says you can't sit and stay fit? It's all a matter of what you do while sitting. The heart still beats, breathing continues and the blood still carries oxygen to the brain. All of these functions can be accelerated through the rhythmical contraction of various muscle groups.

The idea of Sittercises, developed as a means of staying alert and fit while driving an automobile, has proven very useful when adopted to the classroom situation, sitting in the park, on the beach or just about anywhere.

Utilizing the pulse rate as the body's speedometer, participants can judge for themselves whether they are really getting a good workout.

The program begins with stretching activities, followed by several warmup activities. Participants who vigorously participate can build up to aerobic levels of activity. Using the carotid pulse, everyone can learn for themselves how they respond to exercise.

Discovering which muscle groups can be used while seated, participants will learn the movement techniques that contribute greatly to increasee fitness and health.

How To Get Started

Setting the scene for Sittercise is extremely important especially if the participants are accustomed to being outside and active. Inform the group that they are going to have a unique opportunity to learn something about themselves during this session. Teach everyone how to take their carotid pulse (see next section) and discuss the relationship of the pulse rate to an automobile speedometer. Many individuals will attest to having heard their hearts pounding in their chest or ears during an exciting event or following exertion. Tell them that the objective here is to utilize the pulse rate to tell us how we are doing in our activity session.

Using a script similar to the following will help to set the scene for the recorded activities.

Setting the Scene

Have you ever been on a long trip in the car and become really tired and weary of riding? It can really get to you...you still have miles to go but you feel so restless. Have you ever thought about exercising instead of going to sleep? It works and you can do it while you sit in the car.

There are various muscle groups in the body that we can contract...that is make stiff...and have the same effect as exercising out of doors. Let's think for just a second about which muscle groups we can flex.

Try those in the legs. Make the leg muscles firm and hard. Hold for a few seconds; now relax. The muscles shorten, becoming tense and still causing energy to be burned and the heart rate and breathing to increase. This is what happens in other exercises like running and swimming.

Before we go on, we need to check body speed while we are at rest to see if we can increase the heart rate during exercise. To do that, place the fingers of one hand on your voice box at the throat. Slide the fingers to the little groove in the side of the neck where the large blood vessels send blood to the brain. These are called carotid arteries, and we can feel the heart beat as blood is pumped to the brain. When everyone has found the place we will count the number of beats we feel for a given amount of time. (15 seconds) Ready? Start counting ...STOP! Remember the number, that is the speed of your body at rest. We will check it after each activity to see how well we are doing.

Let's discover which other muscle groups we can flex. Remember that we made the legs stiff, but what about the muscles in the hips? Can you flex those and make yourself move up and down as you flex and relax the muscles? That's the way some truck drivers look on a bumpy road. Can you flex and relax the arm muscles ...shoulders, stomach, neck, chest, etc? Alternate right and left sides.

Now we appear ready to begin Sittercise since most of you know that you can exert muscle energy while you sit.

It is further suggested that the leaders familiarize themselves with the selections they wish to use in the initial session (see mixing and matching). The

leader should be "up front" or in plain view of the audience. The participants will depend upon visual cues from the leader more than they will the verbal cues in this initial session. In subsequent sessions this trend will reverse. As individuals become familiar with the muscle selections, the tempo will cue the action. If you are working with a large audience you may consider sitting on the stage or a riser or any other technique that will help the participants easily view the actions.

How To Take Your Pulse

It is suggested that every participant have a 3x5 card and pencil handy before beginning the Sittercise program. Recording the pulse rate helps the participants pay more attention to their body's response to the activities as well as gives purpose to the breaks between the bands of music and cues.

Everyone should begin by learning how to take their own carotid pulse. This pulse can be found easily by placing the fingers of one hand on the voice box or "Adam's Apple" and sliding the fingertips (fingerprint portion) to the groove in the side of the neck where one of the two large arteries feed the brain. Caution the participants that it is not necessary to press hard in order to feel the pulse. The instructor may need to circulate throughout the room to make sure everyone is taking their carotid pulse correctly.

Pulse taking can be done successfully even with kindergarten children. One should be aware though that when young children exercise, the pulse beat will be so rapid that their ability to count will really be challenged.

The American Heart Association recommends aerobic exercise at least three times weekly, with no more than two days elapsing between workouts. Aerobic exercise requires that the pulse rate be between 60 and 80% of the maximum heart rate adjusted for age. This target zone indicates exercise which is enough to achieve fitness, but not to strenuous to exceed safe limits.

The formula for determining the target pulse rate for exercising is as follow:

1. Subtract the participant's age from 220 (maximum pulse).
2. Take 60% (x.60) and 80% (x.80) of the adjusted maximum to achieve the minimum and maximum heart rate per minute.
3. Dividing by 4 will give the range that the pulse should achieve for the 15 seconds (1/4 minute) timed pulse count on the record.

The formula below is calculated for a 10 year old, indicating the range necessary to achieve aerobic status.

220 maximum pulse
-10 age
210 adjusted age
x.6 60% of maximum
126.0 minimum level per minute

210 adjusted age
x.8 80% of maximum
168.0 minimum level per minutes

126 ÷ 4 (1/4 min. count) = 31.5 heartrate for 15 sec.

168 ÷ 4 (1/4 minute) = 42.0 heartrate for 15 sec.

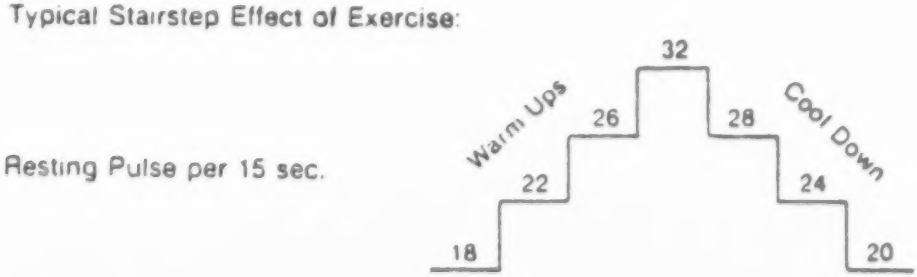
To be considered aerobic activity, that is demanding oxygen delivering efficiency of the body systems, this 10 year old should achieve a pulse rate between 31.5 and 42 heart beats for the 15 seconds the pulse is timed.

Mixing and Matching the Program

The activities on this album have been designed to accommodate the widest possible audience when age and capabilities are the consideration. The scope of the program begins with (1) Stretching activities, designed to stretch the tendons, ligaments and muscles while preparing for exercise; (2) Warm up activities that are designed to gradually introduce and intensify the exercise session and familiarize the participant with the movement opportunities; (3) Fast paced activities incorporated to achieve aerobic or near aerobic pulse rates; (4) Cool down activities which aid in slowing the participants down gradually in preparation for the recovery phase; (5) Relaxation training activities which are included so the participant may learn how to eliminate residual muscle tension.

Once the scene has been set and the participants know how to check their pulse, you are ready to begin. Start with the stretching activities on Band One and follow with the warm up selections. In order to achieve the stairstep effect, a vigorous activity band should be selected for the middle of the exercise session followed by several cool down selections. Conclude the session by returning the group to a resting, relaxed state with the band on relaxation.

Typical Stairstep Effect of Exercise:



The ability to mix and match will help to make the Sittercise program more appropriate for your group. For an introductory session you may wish to develop a session with only a warm up and cool down selection. This will help the participants "get the idea" of what seated exercising is all about. They will then be ready for subsequent sessions. One selection is especially useful when your session is a short initial one. It is "The Stand Up and Sit Down" band. This works

F-78 SITTERCISES: AEROBIC ACTIVITIES FOR THE CLASSROOM...(Continued)

equally well as a warm up and requires little "fancy footwork" of the novice Sittercise. The "Elevator" is another activity that lends itself well to this initial session.

Should you wish to workout with specific body parts, you may wish to implement the "Arms Race" (arms only). followed by the "Bicycle" (legs only). "Isometrics" would work well in this combination since it gives both the upper and lower extremities a good workout.

The real joy in Sittercise will come when the group has committed the cues to memory and the entire class moves in unison. When your has accomplished this, you are ready to put them on display.

PHYSICAL FITNESS PERFORMANCE AND ATTITUDES TOWARD PHYSICAL EDUCATION OF FIFTH GRADE STUDENTS AS A FUNCTION OF FREQUENCY AND METHOD OF PHYSICAL EDUCATION INSTRUCTION

Debra S. Berkey, Robert L. Wiegand, Western Michigan University;
and Andrew H. Hawkins, West Virginia University

Research investigation the relationship between the methodology employed during elementary physical education instruction and student performance typically utilizes specific skill performance scores as the dependent measure. While the development of specific sport skills is, unquestionably, an important goal within effective physical education programs, attitude toward physical education measured with respect to the student's experience provides important information for individuals planning programs and instruction. Two determinants of student's physical education experience are: 1) methodology employed by an instructor; and 2) the frequency of the instruction provided. The purpose of this study was to determine whether significant differences existed between the attitudes and physical fitness performance levels of two groups of fifth graders who were instructed via two different methodologies and schedules of physical education instruction during one school year. The experimental group considered of two intact classes (N=40) of fifth grade students who participated in individually prescribed physical education classes two or four times per week which were instructed by a graduate student. The control group (N=19) consisted of one intact fifth grade class who participated in traditionally taught physical education classes which were instructed once a week by an itinerant physical education instructor. The AAHPERD Health-Related Physical Fitness Test was administered to the experimental group in October, 1984 and April, 1985. A modified version of this test (no mile run) was administered to the control group in April, 1985. In addition, the performance of the participants in both groups with respect to the 50 yard dash, 600 yard run and standing broad jump was determined in April, 1985. A modified version of the Cheffers and Mancini Human Movement Scale (1976) was administered to both groups in May, 1985. Physical fitness data were analyzed via application of independent T-tests. Results indicated statistically significant differences existed between the means of the experimental and control groups on the following variables.

PHYSICAL FITNESS PERFORMANCE AND ATTITUDES TOWARD PHYSICAL EDUCATION...(Continued)

VARIABLE	GROUP	N	X	T RATIO	p
% Body Fat	E	40	13.12	3.36	$p < .003$
	C	15	17.63		
Standing Broad Jump	E	39	58.85	2.68	$p < .04$
	C	17	54.94		
600 Yard Run	E	40	183.20	20.03	$p < .0001$
	C	15	191.18		

Descriptive analysis of the CAMHMS data indicated that both groups had a positive attitude toward physical education. The experimental group tended to be more receptive to structured activities with educational outcomes. Both group listed the provision of equipment for all participants, "turns" for each participant, daily classes and "fun" as indicators of "good" physical education. The study results generate several implications: 1) providing elementary physical education once a week does not facilitate physiological conditioning; 2) elementary physical education, regardless of methodology employed, should emphasize participation and incorporate success to increase the likelihood that students will continue to perceive physical education positively; 3) method does not appear to play a critical role in the development of a positive attitude toward physical education; 4) additional studies of this nature are merited.

MATHEMATICS ON THE MOVE (K-3)

Rosalie S. Jensen, Georgia State University

Integrating movement into the academic curriculum provides children with an opportunity to learn subject matter and practice creative self-expression. Movement activities are often reserved for the playground or gymnasium. Sometimes they are introduced as an aid to self-exploration and relaxation. Many teachers and parents do not realize that movement can provide a basis for learning academic skills and exercising the imagination.

The purpose of this presentation is to provide examples of classroom activities suitable for young children. The activities are designed to develop concept and skills in the following areas: relations in space; classification and description; whole numbers and numerals; whole number operations; geometry; measurement. Participants will have opportunities to engage in activities involving nonlocomotor, locomotor, and manipulative skills. The intent is to provide readiness for pictorial and abstract work often found in children's textbooks and supplementary materials.

By arousing and capturing attention through movement, the teacher can offer opportunities for constructing a sound mathematical base through instruction geared to the developmental capabilities of the young child.

The following activities are taken from Teaching Mathematics to Young Children, written by Rosalie Jensen and Deborah Spector and published by Prentice-Hall, Inc., in 1984.

F-80 MATHEMATICS ON THE MOVE...(Continued)

A. Relations in Space

1. Choose a directional relation, such as "up." Help children discover which body parts can be moved in that direction by giving instructions such as these: Raise one arm up; the other arm; both arms. Lift one knee up; the other knee; both knees. Lift your whole body.

2. Explore the movement of body parts in different directions. For example, move your shoulder up, forward, down, backward.

3. Give children movement experiences to help them learn about positional relations. For example, give each child a chair or desk in a space large enough to permit moving around it. Try instructions such as: Walk around your chair. Move around in a way other than walking. Move around your chair backward. Put some part of your body under the chair; on top of the chair; beside the chair; in front of the chair.

4. Ask children to pretend that they have large boxes. Suggest activities such as: Pick up your box and put it in a space that is all yours. Open your box and get inside. Close the lid on top of you. Move around inside your box. Stand up and step out of your box. Sit beside your box. Feel the side of your box. Feel the top of your box. Move around the outside of your box.

5. Teach children short sequences of movement. Some sample patterns are these:

-First clap, next jump.
-Put your hands on top of your head, next on top of your shoulders, last on top of your knees. (Change to first, second, third, etc.)
-First hop on one foot; next hop on other foot; then turn.

Make an obstacle course in a cleared space. Children watch and then copy your actions as you move to and touch three objects in a certain order. Allow a child to take your place as leader. Continue until all children have had an opportunity to lead the group in a sequence.

B. Whole Numbers and Numerals

1. Secret Message. Bounce a ball a certain number of times. Ask one child to name the number of bounces. If correct, the child is the next to send the secret message.

2. Display a specific number and have children "write" it with different body parts. Using 2 as an example:

-Write 2 slowly on the ceiling with one hand; quickly with one finger in front of you; with your right hand beside you; slowly on the floor with your left foot; with one elbow; with one knee; with both hands at the same time. "Susan, tell us a body part to use to write 2."

3. Make two or three sets of large numeral cards for 1 to 10, each set a different color.

   Separate the class into groups of the same size and give out the numerals in order in each group. Play music as children move freely. On a given signal each child with number 1 finds the child in the group with number 2. The child with number 2 links up with number 1 like a train car with an engine. On the next signal the child with number 3 links up behind number 2, etc. All children who are not linked move freely while the children in "trains" move together. When the music end all children should be moving in trains.

C. Whole Number Operations

1. Bounce the ball in two sequences. Ask the children for the sum of the two numbers. Toss the ball to a child who bounces two different sets with the same total. When the ball is tossed back, toss it to another child for two different sets. Continue until all combinations have been found.

2. Give each small group of children a verbal problem to dramatize. Each group should act out the problem and allow the group to solve it. Props may be used so that members of the group can show things being joined, taken away, or compared.

3. Play music and have children move about. Stop the music and call out a number. Children form groups with that many members. Ask spectators to make a statement about the original number of children, the number in each group, the number of groups, and the remainder.

D. Geometry

1. Use a set of geometric blocks. Play "Pass the Block." Give each child a block and have children sit in a circle. As music plays, the children pass the blocks in one direction. When the music stops, each child should be holding one block. Use suggestions such as: Everyone who has a triangle, stand up and clap three times. Everyone who has a circle, stand up and turn around.

2. Explore making circles with different body parts. Play slow music and let children experiment with circling body parts to the rhythm.

3. Use creative movement activities to explore different space figures, including cubes, spheres, cylinders, and prisms. With young children, provide a sample of the shape, either as an object or a three-dimensional form. Children have a lot of experiences with shapes. They can have a great deal of fun exploring and then describing space figures corresponding to familiar shapes. Of particular interest to them is pretending to be suspended within a space capsule such as they see on television, in video games, and in comic books.

4. Have each child find a personal space and pretend that a line separates his or her body into two parts. Explain that these parts are alike; thus, whatever one does with one side can be done with the other. Try some of these movements: Raise one arm so that it is parallel to the floor; lift one arm so that your hand points to the ceiling; place one elbow at an angle. In each instance, the children should have the "other side" of the body imitate the movements.

F. Measurement

1. Have a "Measurement Olympics" in which the events are activities like jumping, hopping, blowing a straw, tossing a ping pong ball. In each case measure the distance obtained by each contestant.

2. Have children count and record things like: Number of hops in a given length of time; number of finger snaps in a given length of time; number of times to inhale while completely relaxed; number of times to inhale deeply while relaxed; number of times to inhale after running in place for one minute.

3. Have a scavenger hunt during which children find objects with certain lengths, weights, or capacities.

MINI UNITS: A FOCUS ON LEARNING OUTCOMES (4-8)

Dorothy B. Zakrajsek, University of Idaho, Moscow;
and Lois A. Carnes, Orchard Middle School, Solon, Ohio

The presentation will briefly overview learning outcomes as a means for teaching middle school physical education. This will be followed by floor activity where participants can experience mini-units of instructions at various skill levels.

In the process of utilizing learning experiences, the teacher can develop materials into mini-units of instruction. This can be accomplished by selecting learning tasks according to the student's level of skill acquisition and thus developing appropriate task cards. The mini-units concentrate on one activity for several class sessions moving rapidly from one skill to another. The value of mini-units is that they offer a greater variety of activities that the student can experience while allowing the student to work a varying levels of ability within the activity. The units also provide opportunity for students to progress through diverse skills within the activity.

In order to accommodate individual levels of ability, it is suggested that the cards be labeled as beginner, intermediate, or advanced levels or be color coded as to their levels (yellow, red, and blue respectfully). If labeling beginning, intermediate, and advanced levels creates peer problems the the colors could be used exclusively. These color coded cards could be placed in a permanent file system and even be laminated for extended use. The teacher could define procedures for using and replacing the cards properly.

A feature of individualized instruction that can be utilized with the cards is to place a directive at the bottom of each card indicating the next skill and level to which to progress. This would approximate a type of programmed learning. An example set forth at the bottom of a task card for beginner (yellow) level soccer kick-pass might state "When you have successfully completed all four tasks, move to intermediate (red) Level - Kick Pass." This would allow for diverse levels of student abilities and permit the student to excel or repeat the tasks if necessary. If the teacher desired an evaluation other than the student's self evaluation, a system could be utilized as indicated in previous task card example. Another alternative to evaluation would be to have a check-off sheet posted on a wall for the students to mark when they successfully complete a specified task card.

Additional task cards could be constructed to provide culminating activities for the skill acquisition cards. These could be used as a reward when students achieve a certain level of skill. An example of this might be to have students completing the yellow level of skill development in volleyball to join together to play a modified or lead-up game such as "One Bounce Volleyball" or "Keep It Up." The criteria for playing this game might be that when at least eight students have completed or checked-off the entire yellow level they may form two teams to play. The culminating activity would exemplify the skill level of the tasks just executed. If there was not an adequate number of students ready to be part of the culminating activity, the task card would give a directive to move to an alternative skill until enough students were available to participate in the culminating activity.

It should be noted that it may be necessary to demonstrate or explain the skill analysis to the students prior to using some of the task cards.

Example: 3 Task Levels - Soccer Kick-Pass

Activity: Soccer	Skill: Kick-Pass
Equipment: Soccer Ball	Level: Beginner (yellow)

Tasks:
1. Kick into a wall target 10 times using each kind of kick (inside of foot, toe, and outside of foot) from a stationary position. (1)
2. Repeat Task #1 hitting the target 5 out of 10 times with each kick. (2)
3. Repeat Tasks #1 and 2 from a three step approach. (3)
4. From a stationary position, kick at a pin (use all kicks) Complete 5 out of 10, 7 out of 10 successful hits. (4)
   When you have successfully completed all 4 tasks, move to Beginner (yellow) Level - Trap.

Example: 3 Task Levels - Soccer Kick-Pass

Activity: Soccer	Skill: Kick-Pass
Equipment: Soccer Ball	Level: Intermediate (red)

Tasks:
1. In partners while moving, combine a dribble and kick-pass to a moving partner who is to your right, left, and diagonally ahead of you. Reserve.
2. In partners, complete 5 successful kick-passes while moving at average speed across the width of the field.
3. In partners, complete 5 successful kick-passes while moving at maximum speed across the width of the field.

When you have successfully completed all 3 tasks, move to Intermediate (red) Level - Trap.

Activity: Soccer	Skill: Kick-Pass
Equipment: Soccer Ball	Level Advanced (Blue)

1. Dribble from 25-yard line and kick for goal. Score 3 consecutive goals. Kick from center, diagonal right, and diagonal left positions.
2. In partners, dribble and pass from 50-yard line and kick for goal. Complete successful passes and goals 3 out of 5 times.
3. In groups of three, A and B pass and dribble from the 50-yard line and kick for goals. C plays goalie and defends goal. Complete successful passes and goal 2 out of 5 times.

When you have successfully completed all 3 tasks, move to Advanced (blue) Level - Trap.

General Instructions to the Teacher When Using Mini-Units

1. Plan to utilize all space well. Many tasks can be completed in small areas and programmed concurrently.

2. Keep all students busy and on-task. At the first they will tend to drift or wait to be directed. This is especially true if students have not previously been exposed to this method.

General Instructions....(Continued)

3. Move around, observe student performance, and provide evaluative feedback and encouragement. Interaction is vital to the success of this method.

4. Conduct spot checks on student performance early in the unit. This will tend to keep students more responsible.

5. Make use of chalkboards for additional directions, announcements, and general information. This keeps class interruptions to a minimum and promotes student responsibility for gaining information.

6. Organize the activity environment to ensure good safety practices.

7. Designate an area(s) for getting and returning equipment.

8. Instruct students not to interfere with others who are executing a skill.

9. Make students aware that they are competing with themselves, not others.

"FUN DANCING FOR ALL"

Jane B. Doss, Berry College, Mount Berry and
Birdie E. Bell, North Georgia College, Dahlonega

This participation session is designed for:

Those who love to dance and move
Folks who want to learn some mixers, line dances, western dances, novelty and just-for-fun stuff
Anyone interested in the fellowship and interaction that happens when people dance
Teachers looking for something new to share with students

The dances will be relatively simple to learn and perform. They have appeal for many age groups----the young and the young at heart.

Birdie Bell - North Ga. College will be teaching:

Western Line Dances
A Sampling of Clogging

Jane Doss - Berry College will be teaching:

Non-Partner Dances
Novelty And Mixers
Sit Down Square Dancing

KING OF THE ROAD

Formation: Free formation, all dancers facing same direction. No partners.

1. Start with weight on left foot. Step onto right foot and touch toe of left foot on floor near right foot. (2 counts) Repeat stepping to left (left, touch). Again step, touch to the right and then back to the left.
2. Touch right heel to floor and step onto right foot. Touch left heel to floor and step onto left foot. Repeat to right and left. (heel, step, heel, step, heel, step, heel, step).
3. Beginning with right foot, move forward with a step-together-step (right step forward, left step up to right foot, right step forward again). Move forward three step-together-steps and then turn a quarter to left as a fourth step-together step is danced.

4. Begin dance again facing a new direction and continue 1.
-3. until the end of the music.

Notes:

1. This is an easy going, simple dance patterned after a French dance.

Record: King of the Road Roger Miller Mercury CC-35016 (1-33316) Tree Publishing Company

Old Flame Alabama RCA GB-12369

HALLELUJAH

Formation: Free. Dancers facing forward.

1. While standing in place, shift wt. to L as you sway arms overhead in that direction. Then shift and sway back to R, then L again, then R again. (4 counts).
2. Beginning with L foot, walk 4 steps to R.
3. Repeat 1.
4. Repeat 2. moving L (back where dance began)
5. Beginning with L foot, walk forward 3 steps and touch R to front on R foot on 4th count. Walk backwards 4 steps.
6. Walk forward 1 step L, sideward 1 step R, cross L foot over R foot to step R, and backward 1 step on R foot. (4 counts) Repeat all of 6.

Repeat Entire Dance Throughout Recording.

Record: "Hallelujah" Parker & Penny WBS 8877 (XCA 8860 S)

SAN ANTONIO STROLL

Formation: Free. No Partners. Facing Forward.

1. With wt. on L, tap R heel 4 times. Quickly shift wt. to R and repeat tapping L heel 4 times. Quickly shift wt. to tap heels alternately to floor 2 times each for a total of 4 times.
2. On a R diagonal, push hands and hips forward twice, backward twice, then forward once and backwards once. Or Jump. Do one 2-step (step, close, step) forward.
3. Cha-Cha-Cha forward, backward and pivot to rear. (rock forward, then backward, three quick steps; rock backward, then forward, three quick steps; rock forward, turn, three quick steps)
4. Pivot 2 quarter turn steps and end up facing a quarter turn to the L from starting position.

Repeat Dance Until End Of Recording

Record: "San Antonio Stroll" MCA -60188 by Tanya Tucker

OLD FASHIONED LOVE

Formation: Free. Couples. Begin facing in same direction.

1. Holding inside hands, using foot away from partner--heel-step on alternate feet for a total of 4 times (2 to each side).
2. Still holding hands, balance away from partner, balance towards partner. Repeat for a total of 4 balances (3 little steps).
3. Facing partner in butterfly position - grapevine step (step, step behind, step, pause) to man's L. (4 counts)
   Execute a 3-step turn to man's R or repeat the grapevine step back.
4. In closed dance position - dance 4 two steps (turning). On last 2 two-steps, lady can turn.

REPEAT DANCE UNTIL END OF RECORDING.

Record: "Whatever Happened To Old Fashioned Love" by B. J. Thomas
Cleveland International 38-03492 ZSS 170598

NEW YORK

Formation: No partners. Free formation.

To Begin: Weight on R foot. Facing forward.

1. Step onto L foot. Flick kick R leg. (step kick, 2 counts)
   Repeat 3 times alternating R & L.
2. Back up 3 steps (3 counts), pause, & clap on 4th count.
   Walk forward 3 steps, pause & clap on 4th count.
3. Take 3 quick, little steps to L side. Then repeat 3 more times alternating sides. (4 counts for all 4 steps)
4. Beginning with L foot, do a 3-step turn to L. Point R foot out to side on 4th count.
   Repeat, turning back in opposite direction & pointing L foot on 4th count.
5. Begin again and continue repeating 1-4 throughout recording.

Record: "Theme From New York, New York" MCA-60194 Roger Williams

CALL YOUR OWN SQUARE DANCE

An opportunity for dancers to experience calling.

Formation: Two couples in small circle of 4 dancers arranged around the primeter of a larger circle.

Procedure: After dancers have become familiar with a number of small circle figures, they take turns calling for the other dancers in their set. Change of callers is directed by the instructor at intervals of 2-3 minutes.

Possible Calls:

Swing Partner	Swing Corner
Do-Si-Do	Twirl
Duck For Oyster	Take A Little Peek
Circle L or R	R-L-Both Hands Across
Make A Basket	Step Back & Smile

Recording: Any good wester square dance tune.
Chordex & Golden Reel Windsor 4166-A
by Sue Maphis & The Chuckwagon Team

SIT DOWN SQUARE DANCING

Sit Down Square Dancing is just what the title emplies, moving body parts in any way possible while in a seated position. For groups that are unable to dance with their feet (disabled, elderly) or in a situation where there is a lack of space or even in a group of reluctant participants, this type of dancing is a "winner". Any square dance type music is played in the background and a "caller" directs the group in any variety of movements that can be thought up. Some ideas for calls are: 1. Circle right & left - hold hands with person on either side and keep time with the music as you lean to side and bounce with the beat. 2. Into the center with a hoot & a shout - lean down, bounce and yell; lean out or sit back up as you bounce to beat of music. 3. Clap your hands; your knees; the floor; your head or other body parts. 4. Clap your partner's knees, hands, back, head, etc. 5. Circle your head round and round -- or your hands or arms or feet, or eyes, or nose. 6. Wiggle your nose or ears. 7. Stomp the floor with feet or hands. 8. Pull shoulders up and down or forward and back.

Suggested Record: "Chordix" & "Golden Reel" - Sue Maphis & The Windsor - 4166-A Chuckwagon Team

PIT: INVOLVING PARENTS IN PARENTS-IN-TRAINING PROGRAM
Sue O. Ledford, Phillips Laboratory School
Louisiana Polytechnic University, Ruston

F-90

P·I·T

PARENTS IN TRAINING

1984-1985

EXERCISE

A. E. Phillips Program

PARENTS IN TRAINING

WE WANT YOU TO JOIN US BEGINNING MONDAY, JANUARY 28 FOR SIX WEEKS OF FUN FILLED EXERCISE ACTIVITIES THAT WILL INCREASE WITH LEVEL OF TRAINING. WE BELIEVE THAT EVERYONE CAN PERSONALLY BENEFIT FROM THIS PROGRAM AND THEREBY BECOME MORE EFFECTIVE PARENTS, TEACHERS, AND INDIVIDUALS. JOIN IN THE FUN AND BECOME A HEALTHIER, HAPPIER PERSON!!!!!

PIT COMMITTEE
Sue Ledford Director
Dianne Wilkinson,chairman
Cathy Downs, chairman

Captains

K- Sally Smith
Jan Mitchell

1st-Connie Carlisle
Nancy Patterson

2nd-Judy Hart

3rd-Pat Jones

4th-Sondra Clark
Dena Smith

5th-Carol Denny
Catherine Birch

6th-Cathy Downs

7th -Elizabeth Green
Jane Grafton

8th-Rusty Green
Callie Parkman

WE WILL NEED A LIST OF PARTICIPANTS SO WE CAN GET WEEKLY INFORMATION TO YOU AND ALSO FOR USE OF THE NATATORIUM. PLEASE FILL OUT THE FORM BELOW AND RETURN TO SCHOOL.

I PLAN TO PARTICIPATE IN THE PIT PROGRAM AT A.E.P. AND BECOME A HEALTHIER, HAPPIER INDIVIDUAL !!!

MOM_____

DAD_____

I HAVE CHILDREN ENROLLED IN GRADES ___ ___ ___ ___
AT A.E.P.

PIT: INVOLVING PARENTS IN PARENTS-IN-TRAINING...(Continued)

FREE FREE FREE FREE FREE FREE FREE FREE FREE FREE FREE FREE

CAN YOU BELIEVE THAT RIGHT HERE IN RUSTON, LA. HOME OF LA. TECH AND A. E. PHILLIPS LABORATORY SCHOOL THAT FOR A SIX WEEK PERIOD, STARTING JAN. 18th, AT NO COST TO YOU, THAT YOU CAN TAKE ADVANTAGE OF:

A healthy brown bag lunch while you listen to guest speakers on nutrition, wellness concept, dealing with stress, smoking cessation and other educational topics. (1 point per session.

"A Happy Way to a Healthy Back" led by our own Sue Ledford each Monday and Tuesday morning from 7:15 - 7:45 AM (1 point per ½ hour)

"Boot Scoot" in Country and Western style with lessons by Minnie Mize (1 point per 1 hour)

A refreshing swim offered at the La. Tech Natatorium Monday thru Friday 8-9AM and 5:30-7PM (1 point for each 100 yards)

Enter AEP first Parents Tennis Tournament directed by Barry Cantabury. (1 point per ½ hour)

Put your teams together for a friendly basketball tournament led by R.B. WILLIAMS or a Volleyball Challenge directed by Allen Tuten (1 point per ½ hour)

A satisfying walk or jog on La. Tech track open daily from 6-9AM. If you can keep up with Linda James try going around the football stadium ! (1 point per mile)

A confidential weigh-in and blood pressure check with a registered nurse (no telling how many points you may earn!-- 2 points for every pound you lose)

Individual body fat testing conducted by La. Tech Physical Education Dept.

A chance to make new friends as you participate in group activities.

Prizes and awards will be given.

A. E. PHILLIPS
Parents In Training

GENERAL INFORMATION

1. The prime purpose of this wellness promotion is to help us improve our life-style. It will give us a chance to participate with our children in promoting their physical well-being and it will be a way for all of us to become better acquainted. SUPPORT EACH OTHER!
2. Each team member will keep a record of the points earned during the week and turn in a score card Monday morning to the homeroom teacher. Captains will turn in all scores to Barbara Sharp at the P I T headquarters. Weekly team standings will be posted on Tuesday.
3. Each week the team with the highest number of points will be recognized.
4. The headquarters for the Parents in Training (P I T) will be set up in the teacher's lounge located in the K-3 building. Information, scores and materials will be available there. Our lunch time speaker sessions will be in the multi-purpose room.
5. A schedule of activities and speakers will be posted for each week. Outside speakers will be scheduled for brownbag lunch sessions.
6. Points may be earned on your own time.
7. The natatorium is available for lap swimming only during designated hours. Please do not misuse this priviledge. You must sign up for P I T to participate.
8. We will try to get most of the information you need to you through your child. Your participation is strictly voluntary—it will not affect your child's grades. IT WILL AFFECT HIS ATTITUDE TOWARD GOOD HEALTH!
9. If you have more than one child attending A. E. Phillips, each grade may receive credit for the activity that you did. If your child participates with you, his class will get double points for that activity.

PARENTS IN TRAINING SCORECARD

NAME _____ GRADE _____ DATE _____

	MON	TUES	WED	THUR	FRI	SAT	SUN	SUB TOTAL
WALK OR JOG								
SWIM								
BIKE								
EXERCISE CLASS								
INDIVIDUAL EXERCISE								
EXERCISE MACHINE								
RECREATION SPORT								
AEROBIC SPORT								
SPEAKER								
HOST LUNCH								
WEIGH IN								
SMOKE-OUT								
COMPETITION BONUS								
YARD WORK								
GIVE BLOOD								
STAIRCLIMBING/ ROPESKIPPING								
SLOGAN CONTEST WINNER								
WELLNESS ARTICLE								
WELLNESS BOOK								
CHECK-UP								

SPECIAL _____ WEEKLY TOTAL _____

SLOGAN FOR WEEK:

A. E. PHILLIPS
Parents In Training

HOW TO EARN POINTS

1.	Walk or jog	Complete a mile	1 point
2.	Ride a bike	Complete 2 miles	1 point
3.	Swimming	Complete 100 yards	1 point
4.	Exercise class	For each 20 minutes	1 point
5.	Individual workout	For each 20 minutes	1 point
6.	Exercise machine	Each 15 minutes	1 point
7.	Stair climbing / Rope Skipping	Each 5 minutes	1 point
8.	Recreation Sport	Each hour	1 point *
9.	Active Sport	Each ½ hour	1 point *
10.	Speaker	Lunch period	1 point
11.	Host a healthy lunch for four or more		2 points
12.	Weigh-in on Friday, Every pound you lose		2 points
13.	SMOKE-OUT	For the first week	2 points
		For the second week	4 points
		For the third week	6 points
		For the fourth week	8 points
		For the fifth week	10 points
		For the sixth week	12 points
14.	Win the weekly slogan contest		2 points
15.	Enter into sanctioned competion		5 points
16.	Yard work	(Heavy) ½ hour	1 point
		(light) 1 hour	1 point
17.	Give blood		3 points
18.	Read a Wellness Article *		1 point
19.	Read a Wellness Book		2 points
20.	Check-up at doctor or dentist		1 point
21.	Body Measurement on Friday, for each inch lost		2 points

*Example of Recreational Sports-Golf, Bowling, Social Dance, Etc.

*Example of Active Sports- Tennis, Racquetball, Basketball, Handball, Skiing, Etc.

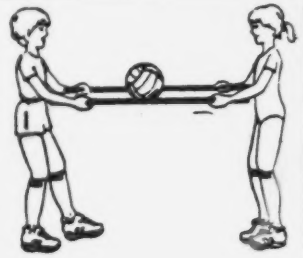
*Please be fair-one or two paragraphs does not qualify!

EARN DOUBLE POINTS FOR PARTICIPATING IN ANY ACTIVITY WITH YOUR CHILD

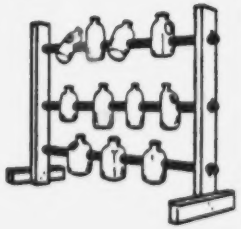
TEACHERS EARN DOUBLE POINTS FOR THEIR GRADE LEVEL

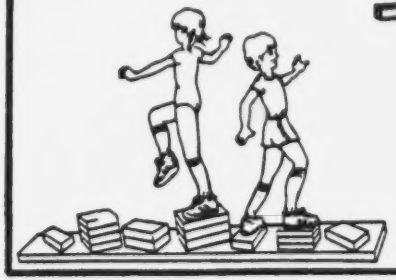
******50 points maximum earned in each catagory for the six week period.******

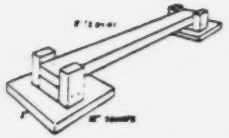
CREATIVE EQUIPMENT AND ACTIVITIES FOR YOUNG CHILDREN



BY
JIM L. STILLWELL
PITTSBURG STATE UNIVERSITY
PITTSBURG, KANSAS 66762







BALANCE BEAM

A balance beam is an inexpensive piece of equipment with unlimited uses. It is constructed of two 2" X 4" boards, (an eight foot length is the main beam and a 12 inch length is used for each of two supports), and two base support boards, each one inch trick and 12 inches square. The U-supports have three sections. The two side or upright pieces should be 4 1/4 inches long. These are glued and nailed to the middle section which is 3 1/2 inches long. This will securely hold the wider side of the main beam. The U-supports are then glued and screwed/nailed to the 12 inch square base.

Objectives include the development of:

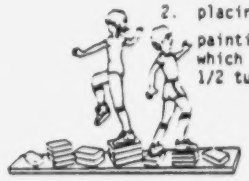
1. balance
2. body awareness
3. laterality and directionality
4. hand-eye/foot-eye coordination

Comment:

With young children and during initial usage, spotting is a necessity to insure safety. A balance beam can be used in obstacle courses. If making more than one various lengths, four, six, and eight feet, are suggested. If a beam is longer than eight feet, a third support is needed. The beam should be thoroughly sanded and varnished or painted. For best results when glueing the supports, use clamps and allow the supports to dry overnight.

A balance beam of varying heights can be made from remnant blocks of wood. Two by four inch blocks are recommended. Necessary materials for construction include (1) a 2" X 12" board from 8-12 feet long and (2) 15-30 individual 2" X 4" blocks approximately 12 inches long. Nail and glue the blocks together in stacks of 2, 3, and 4, leaving one or two single blocks. Space the pieces along the 2" X 12" board at varying heights, six inches apart. The blocks can be nailed and glued into a permanent position, making them more stable. This beam can be modified by:

1. placing the blocks both lengthwise and widthwise along the base.
2. placing the blocks at various angles.
3. painting a footprint on top of each block and arranging them in patterns which would require the child to walk forward/backward and do 1/4 and 1/2 turns to the right/left while walking.



BALANCE BOARD

A balance board is a piece of small equipment designed for individual use. A single axis, teeter board constructed from a 12" X 24" piece of pine or plywood, a 1 1/2" X 12" dowel (curtain) rod, and three two inch wood screws. Drill three holes, slightly smaller than the diameter of the screws and evenly spaced, through the pine board and approximately half way through the curtain rod. Align the screw holes and attach the rod to the board.

Objectives include the development of:

1. balance
2. body awareness
3. laterality and directionality
4. hand-eye/foot-eye coordination

Comment:
With initial usage a partner may be necessary to ensure safety. In addition to rectangular boards, other geometric designs may be made. The board can be used in a classroom setting to teach the concepts of balance, center of gravity, and base of support. It is suggested that the board be placed on a mat for safety. Rubber matting may be glued to the top of the board to prevent slipping. The board should be thoroughly sanded and sealed with either varnish or paint.

BARREL STAVES

Wooden barrel staves are an inexpensive means of providing challenging movement exploration activities for young children. They are durable and provide a medium for many novel, creative movement experiences. Staves are the individual strips that form an oaken barrel. If not obtained free, the barrel can be purchased from a lumber dealer at a cost ranging from $7.00-$12.00. One barrel will provide from 30-40 separate staves.

Objectives include the development of:

1. balance
2. body awareness
3. laterality and directionality
4. hand-eye/foot-eye coordination

Comment:
The barrel staves should be thoroughly sanded and sealed. A discussion of safety should precede their use since the staves (1) are a novel piece of equipment and (2) provide for dynamic (moving) balance rather than static (stationary) balance. With primary school children individual activities should be performed with a partner initially. This will provide both a means of support and a spotter. Barrel staves, although the same length, range in width from one to four inches. Therefore, have the children trace staves so that each can experience the suggested activities on varying bases of support. Staves can be used as non-manipulative equipment. With the staves placed randomly on the floor the concepts of over, under, right, left, front, back, etc., can be taught.

JUMP ROPES

Rope jumping is an activity which can provide vigorous, enjoyable movement for large numbers of children in a small area at little expense. Rope jumping can be used with pre-school children, yet can be complex enough to challenge even high school aged children. Jump ropes can be purchased, but can be made quite easily from 3/8 inch sash cord (clothesline rope) or nylon rope. An inexpensive rope can be braided from plastic bread wrapper. The ropes are made by cutting each bag along the two lengthwise seams so the bag can be laid out into a complete, flattened sheet. To begin braiding, three bags are laid one on top of the other and secured with a knot. These three wrappers are braided until there are 6-8 inches remaining. Then the ends of three new sheets are laid one inside each of the initial three wrappers. To secure them, each should be taped. Continue braiding, repeating the process until the desired length is reached. For proper length the child should be able to stand on the middle of the rope and pull each end up to the armpits. It takes from 12-18 bread wrappers to make one jump rope, depending upon the size of the child.

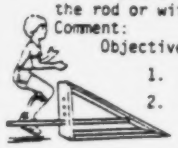
Objectives include the development of:

1. jumping and hopping
2. hand-eye/foot-eye coordination
3. cardiovascular endurance
4. rhythm

For class work, it is suggested that each child be given an individual rope and ample space in which to perform. The use of nursery or original rhymes to supplement movement adds an interesting variety to jumping. The use of popular music makes rope jumping more enjoyable. Ropes can be used in a variety of competitive situations. In timed events, the winner(s) is the child who performs the most jumps within 15 seconds, 30 seconds, etc. Rope jumping is an ideal activity for demonstrations at community events, parent-teacher organization meetings, and a physical education night. Jump ropes can be used in obstacle courses. While jumping, the rope should be held between the thumb and index finger. The upper arms should be close to the body with elbows nearly touching the sides. The forearms should be held out from the body at 45° angles. The movement of the rope is made by making small circles with the hands rather than with the arms. The feet should be approximately shoulder width apart. When jumping, the knees should flex before and after with the weight on the balls of the feet. The child should attempt to jump no higher than 2-3 inches.

JUMP TRIANGLE

A vertical jump device can be constructed from a 12 foot 1" X 6" board. It should be cut into three separate pieces, three feet, four feet, and five feet in length. The three boards are placed together to form a right triangle and secured with glue and nails. The four foot section is the base. The three foot section is drilled with holes at four inch intervals, measuring from the base. The holes need to be large enough to hold a five foot dowel rod or broom stick, 1-1 1/2 inches in diameter. The child stands on one side of the dowel rod and hops/jumps across the rod either facing the rod or with the rod at the side.



Comment:

Objectives include the development of:

1. jumping and hopping
2. cardiovascular endurance

SCOOTERS

The uses for a scooter in physical education are unlimited. Scooters add a novel variety to an existing program. They are used as a means of locomotion by the hands, feet or both. Scooters can be used for stunts, various relays, and modifying existing team sports.

An inexpensive scooter can be made from a wooden soda pop carton. To construct, (1) screw the castors on the bottom and (2) either glue or staple a carpet remnant to the inside.

Objectives include the development of:

1. body awareness
2. muscular strength
3. muscular endurance

Comment:
Once constructed the scooter should be thoroughly sanded and sealed. It is suggested that at least two colors be used to allow for team distinction. Safety is of major importance. The following points are stressed:

1. Never stand on a scooter.
2. Sit firmly and squarely on the scooter to help maintain balance.
3. Keep hands in the openings or 1/2 way between the wheels.
4. When using the hands to turn, keep them well away from the wheels.

MILK CARTONS

One gallon plastic milk cartons are inexpensive, improvised equipment that have a variety of uses. Cartons can be obtained quickly with the help of students.

Objectives include the development of:

1. throwing
2. catching
3. kicking
4. hand-eye coordination
5. muscular strength
6. endurance

Because there are a variety of uses for milk cartons, each will be discussed separately. Selected uses include the following:

1. manipulative equipment
2. obstacles
3. scoops
4. individual catchers
5. weights

Comment:

The containers, whether using milk cartons or bleach bottles, should be thoroughly cleaned. When used in an obstacle course the cartons can be made more attractive by covering them with contact paper of varying colors. They can be painted but this should be done on the inside of the container to prevent chipping. With the cap on tightly, one half cup of tempra paint mixture should be swished within the container. The cap should then be removed to allow for drying. For best results, when using the containers as markers, they need to be weighted. This can be accomplished by stuffing each with crushed newspaper, small rocks, or sand. The cap should then be glued on to prevent the children from removing it.

POUCHES

Pouches are homemade pieces of small equipment which provide an opportunity for novel tossing and catching skills. Materials needed for the construction of one pouch include a 12" X 1/4" elastic strips, and two 12" X 1/2" dowel rods. To construct, fold one inch along each of the 16 inch sides and stitch to make a casing. Pull the elastic through the casing and stitch both ends. Fold one inch and stitch along the entire edge of the two shorter sides. Put the dowel rods through these shorter casings.

Objectives include the development of:

1. throwing
2. catching
3. striking
4. hand-eye coordination

Comment:

It is suggested that the pouches be made of bright and varied colors. The teacher is encouraged to experiment with pouches of various sizes. For best results each child should have his/her own pouch, thereby providing mass participation. For initial use, a line or squad formation is suggested, allowing ample room for movement and safety. Once the children have used the pouches, a random or scattered formation is appropriate. In addition to bean bags, a variety of balls (sponge, tennis, and air-flow) can be used. Pouches can be used to modify many existing team sports, such as volleyball and soccer.

ALUMINUM HURDLE

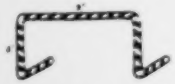
Jumping, hopping, and leaping are three of the locomotor skills that should be taught to children. These skills can be taught with or without equipment. To help young children to learn these locomotor skills and to develop a relationship with large, non-manipulative equipment, the hurdle is ideal. Commercial hurdles are both too expensive and too tall for elementary school aged children. A practical, light-weight, multi-use hurdle can be made from inexpensive material available at most hardware stores. A hurdle two feet high and three feet across can be made from a ten foot length of 3/4-1 inch aluminum or conduit pipe.

A pipe bender is needed to make the four, 90° angles. Approximately 3 1/2 feet of pipe is needed for support.

Comment:

Objectives include the development of:

1. jumping and hopping
2. laterality and directionality



Because it is lightweight the hurdle will tip over easily when hit, thereby reducing the danger of injury and lessening the young child's apprehension. The hurdle can be used (1) in a track and field unit, (2) in an obstacle course, (3) for a stunt in a relay activity, and (4) as non-manipulative equipment in a movement exploration setting, whereby the children move over, under, and around it.

NEWSPAPERS

Newspapers can be used to develop manipulative and perceptual motor skills, as well as physical fitness.

Objectives include the development of:

1. catching
2. throwing
3. hand-eye coordination
4. muscular strength/endurance

Comment:

A complete, double newspage works best. The newsprint will darken the hands, thereby requiring clean up after class. However, clean or unused paper can be obtained cheaply from the local new's office. A scattered or random formation is suggested to allow ample space. Newspapers can be used to develop rhythmic movement. The child is to clap rhythmically with the newspaper between the hands to a desired tempo. The activity can be modified by having the children clap high/low, to their right/left, between their legs, loud/soft, behind the back, etc. There are a variety of integrated uses for newspapers, such as having one child read a paragraph while the partner performs creative movements.

COLORED BANDS

Often times in an elementary physical education class, children participate in small group or team activities. To ensure that students are both aware of and, more importantly, remember which team they are on, colored shirts are used. For young children these jackets are often uncomfortable and so large as to hinder performance. Colored bands are an inexpensive means of aiding students in team distinction. The bands should be brightly colored and from 4-6' X 36-48" in size, depending upon the age of the children. It is suggested that a small hem be sewn around the perimeter of each band to prevent fraying.

Comment:

The bands can be worn loosely around the waist, arm, or neck or even around the ankle when playing soccer-type activities. It can be carried in the hand or dropped over the head and under one arm to designate the "chaser" in tag activities. The bands can be draped over the belt for flag football. In addition the colored bands can be used (1) to encourage self-expression by asking the children to use the bands in a creative way and (2) in a variety of formal activities devised by the teacher.

WANDS

A wand is a piece of manipulative equipment made from a one quarter to one inch dowel rod. The suggested length of the wand is three to four feet. Wands can be used in self-testing, competitive, and partner activities.

Objectives include the development of:

1. striking
2. catching
3. hand-eye coordination
4. muscular strength/endurance

Comment:

Wands can be made from a variety of materials other than dowel rods. Broom or mop handles obtained from local businesses, school, or home, plastic golf tubes, plastic plumbing pipe, bamboo poles, and hollow cardboard cylinders work well. If wooden dowel rods or broom handles are used, they should be thoroughly sanded and either varnished or painted. A discussion of safety should precede the use of wands. Wands can be be used by children while performing (1) selected development exercises, such as toe touches, jumping jacks, or sit ups, and (2) isometric exercises. With the children grasping the wand with both hands, they are to attempt to pull the wand apart, push the wand together, and twist the wand for a five second count.

LACROSSE RACQUETS

A lacrosse racquet can be made from a plastic, two liter soft drink bottle and a 7/8" dowel rod or broom stick three feet in length. To construct cut away half of the lower 1/3 of the bottle. Glue the dowel rod in the cap end of the bottle and secure it with plastic tape.

Objectives include the development of:

1. throwing
2. catching
3. hand-eye coordination

Comment:

It is suggested that a variety of projectiles be used with the lacrosse racquet, including a sponge ball, an air-flow ball, and a bean bag. The handle should be thoroughly sanded and sealed.

PICK-EM-UPS

Pick-em-ups are novel pieces of small equipment which when attached to the feet, provide an opportunity to integrate movement and academic concepts. The pick-em-ups are made from a rubber, suction cupped bath mat. The mat should be cut into 2" X 4" rectangles. Using a paper punch, put a hole in each end of the pick-em-ups. A shoestring is threaded through the holes. Each pad is now ready to be tied to the ball of the foot. The pick-em-ups are designed to be used with laminated cards. The cards can be numbered, lettered, contain words, phrases, colors, cities, states, etc.

With the cards randomly scattered either face up or face down over the gymnasium floor, there are a variety of individual, partner, and relay/group activities which can be done.

Objectives include the development of:

1. locomotor skills
2. foot-eye coordination
3. balance
4. body awareness
5. laterality and directionality
6. agility

Comment:

Have the child pick up the card (1) with the right foot and remove it with the right/left hand, in front of/behind the body, or (2) with the left foot and remove it with the right/left hand, in front of/behind the body. Many of the activities can be performed with a partner. They can be used in small group or relay activities. For example, with the cards scattered in the center of the gymnasium floor, each member of the relay squad is to (1) run, skip, hop, etc. to the cards, (2) pick up the appropriate one, and (3) return to the starting position. Since the suction cups tend to gather dust, it is suggested that a wet towel be placed near the cards for the children to step on occasionally. For younger children, rather than using a shoestring to secure the pick-em-ups to the foot, elastic straps threaded through the holes and sewn together work best. It should be mentioned that the sound coming from 25-30 children running about a gymnasium with suction cups on their feet is quite unique.

POGO BOARDS

A pogo board is a grid design containing numbers, letters, figures, etc. The design can be drawn on a gymnasium floor or on an outside sidewalk with chalk. The design can be drawn or taped on a plastic window shade for mobile use. The grid can be of any overall size, but individual squares should be no smaller than 18" X 18".

Objectives include the development of:

1. locomotor skills
2. balance
3. agility
4. spatial awareness
5. foot-eye coordination
6. laterality and directionality

Comment:

In addition to chalk, pogo boards can be placed on an outside surface with permanent paint or on a gymnasium floor with tempera paint or plastic tape. Pogo boards can be used in obstacle courses. In addition to letters and numbers, other board fillers include Roman numerals, colors, footprints, names or silhouettes of states, geometric shapes, and punctuation.

CARDBOARD DISCS

Discs can be constructed from a variety of materials, but cardboard is the least expensive, most durable, and can be obtained free. They provide a medium for a variety of activities designed to develop perceptual-motor skills and certain physical fitness components.

Objectives include the development of:

1. balance
2. body awareness
3. laterality and directionality
4. hand-eye coordination
5. muscular strength/endurance

Comment:

An appropriate size for a disc is the 9-10 inch circular disc which may be obtained from a local pizza parlor. However, different sized discs are suggested, as well as discs of various colors. The discs can be made in different geometric shapes to enhance distinction. For example, the children can be challenged to balance the circle higher than the square, balance the triangle on the right hand and the pentagon on the left knee, and balance the shape with the larger area above the waist.

RAG BALLS

A versatile ball, the rag ball, can be made from scrap double knit material. It can be used for many activities, but is ideal for kicking. The rag ball is quite practical due to its washability. To construct trace around a 6"-8" cardboard pattern onto double knit material. Using a zig-zag stitch, sew around the edge leaving a 2"-4" opening. Use straight pins to hold the material in place while cutting and stuffing. Fill the bag loosely with scrap double knit material. Sew the opening shut.

Specific objectives for the use of rag balls include the development of:

1. catching
2. striking
3. throwing
4. kicking
5. hand-eye/foot-eye coordination

Comment:

To expedite construction the following suggestions are given:

1. Use one color of thread to sew all the rag balls.
2. Complete each phase of construction before moving on to the next. Cut out all of the circles, sew all of the circles, stuff all the balls, etc.

BALLOONS

As improvised equipment, balloons are an ideal means of developing both manipulative and perceptual-motor skills. Balloons can be purchased at a minimal cost or can be obtained at no expense from local businesses or civic groups.

Objectives include the development of:

1. catching
2. striking
3. throwing
4. kicking
5. hand-eye/foot-eye coordination
6. body awareness
7. laterality and directionality

Comment:

Seven to nine inch, round balloons work best. However, rectangular or pear-shaped balloons provide a more challenging experience. The balloons can be inflated by the children or by use of an air pump. If filled 1/2 to 3/4 full of air and tied with a twistem (bread wrapper tie), the balloons can be deflated, stored, and reused. To decrease breakage, explain to the children that balloons are fragile and break easily. With children working either individually or with a partner, a random or scattered formation is suggested. Virtually all of the activities listed above can be modified by adding weight to the balloon by placing a six inch strip of duct tape on the outside of the balloon.

CARPET SQUARES

Carpet squares are small equipment which are inexpensive and, often times, can be obtained free from a carpet store. Twelve to eighteen inch squares are recommended. For best movement results they should be used nap side down.

Objectives include the development of:

1. balance
2. hand-eye/foot-eye coordination
3. agility
4. rhythm
5. locomotor skills

Comment:

Because carpet squares involve dynamic (moving) balance, safety should be stressed when using them. It may be necessary to instruct young children how to stand on the carpet square with a wide base of support to ensure safety. When used with most individual activities, a scattered formation is suggested. To add variety to the activities the carpet samples can be cut into various geometric shapes. The squares can be used as (1) targets for various bean bag toss activities and (2) as "self-space" markers or bases for children during a movement exploration lesson. Carpet squares can be used to modify many existing activities/relays, such as tag. To enhance the development of rhythm, the children should be instructed to move to the tempo of selected music. One of the best records to use for rhythm development is Carpet Square, available from Melody House Publishing Company, Oklahoma City, Oklahoma 73114.

FOOT PRINTS

Footprints can be drawn or painted on the gymnasium floor or outside surface. They can be cut from sheets of heavy duty plastic or rubber, such as floor mats from a car, as well.

Objectives include the development of:

1. balance
2. foot-eye coordination
3. laterality and directionality
4. locomotor skills

Comment:

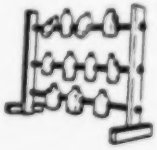
Footprints help the child to distinguish the right foot from the left and whether to hop or jump from one print to the next. The prints should be at least 12 inches long and 3-4 inches wide. For pre-school and kindergarten children the right/left foot can be color coded for easy identification. A half print, toe or heel, can be used to indicate that the child must balance, step, hop, etc. on that part of the foot.

SPINNING TARGETS

A practical spinning target device can be constructed from materials found around the home. It can serve as an instructional tool for developing both speed and accuracy in throwing.

The materials needed for construction are:

1. two 1" X 4" X 4' boards
2. two 2" X 4" X 2' boards
3. one 2" X 4" X 2' board
4. 12-15 plastic bottles
5. one plastic hoop
6. three 5/8 " X 3' dowel rods
7. four 2" bolts



To assemble, drill three 5/8 inch holes in each of the four foot boards at 15 inch intervals beginning from the bottom. Insert the dowel rods into the holes on one of the boards. The rods can be either glued in place for sturdiness or pinned so the device can be disassembled for easy storage. Using small scissors, cut holes in the sides of each plastic bottle slightly above center and large enough to spin freely but small enough as not to slide over the hoop sections. Fill each of the dowel rods by alternating the hoop sections and plastic bottles. Insert the dowel rods into the holes in the other four foot board, again using glue or pins. Attach each board to the base using the two inch bolts. The targets are ideal for developing underhand/overhand throwing skills and hand-eye coordination.

Once the spinning target device is operational, numbers, letters, colors words, etc. can be attached to the bottles. The bottles should be thoroughly cleaned before use. If using the caps they should be glued to prevent the children from removing them.

LADDER TOURNAMENT BOARD

A ladder tournament is an on-going, competitive event most appropriate for individual or partner activities. Participants, usually 7-12 in number, are placed vertically on the ladder. Placement of the children can be done randomly or according to some index, such as height, weight, or skill. The tournament objective is to reach the top of the ladder and remain there until the competition ends.

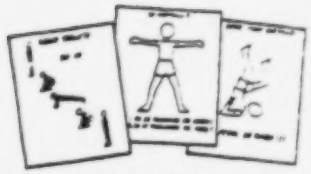
The ladder baord can be constructed quite easily from scrap lumber and nails. The overall dimensions can be varied. An appropriate board, as shown, is 5" X 24". Finishing nails are spaced 2-3 inches apart. The name tags are cut from sturdy poster-board.

For best results when using a ladder tournament the following rules are suggested.

1. Allow a child to challenge only the player one or two pegs above.
2. If the challenger wins the contest, the children exchange places. If the player being challenged wins, the children remain in their original positions.
3. On one day begin the challenges from the bottom and progress up the board. On the following day begin the challenges from the second player and move down the board.
4. Limit the number of challenges per day to two or three, depending upon time.

space, number of participants, etc.

5. Set a completion date for the tournament.



TASK CARDS

A task card can be written/drawn on plain paper, large sheets of poster board, or acetate sheets for use with an overhead projector. The card is either distributed to individual children or placed for all to use. It contains an activity, stunt, exercise, etc. that the children have previously learned. The card may be (1) a part of a specific unit or skill area, such as locomotor, basic game, or gymnastic skills, (2) physical fitness or developmental exercises, or (3) ideas for use with small equipment, including selected manipulative equipment in chapters 2, 3, and 4. The task card concept can be used successfully to create an atmosphere of student independence and responsibility in the presentation of various physical education activities. The cards can be developed to enhance the learning of current unit topics or to allow further practice on skills learned earlier in the school year. They can be utilized in the gymnasium in a teaching station approach to make either the introductory activity or the lesson content more child directed. Classroom use can be developed through the "learning center" or "activity corner" concept to provide an incentive for early assignment completion or as an activity filler between academic subjects. Suggested guidelines for constructing a task card include:

1. A "catchy" title.
2. An illustration for easy interpretation and attractiveness.
3. Simple directions.
4. A completion time of 30-60 seconds for primary school aged children and 1-2 minutes for intermediate school aged children.

TIRES

Automobile tires can be obtained free from tire companies or local service stations. The tires can be used (1) outdoors on both grass and black-top playgrounds and (2) indoors in a gymnasium or multipurpose room.

Objectives include the development of:

1. locomotor skills
2. balance
3. spatial awareness
4. body awareness
5. hand-eye coordination
6. laterality and directionality

Comment:

Tires should be selected that stand easily and have not worn through to the cords. Before use, the tires should be washed with soap. Using tires of various sizes, from motorcycles, cars, and trucks, can add variety to the activities listed above. The tire can be used for many organizational purposes. Selected organizational uses are:

1. A hurdle can be made from two tires by placing one on the floor and resting the second upright in it.
2. Two tires provide a base for a dynamic balance beam. Place the tires 6' - 8' apart and put the appropriate length 1" X 6" or 2" X 6" board on top. A wider than usual balance board is suggested because of the vertical movement caused by the tires during each step.
3. Tires can be placed randomly around the gymnasium and used as "bases" (rest areas) for selected tag games.
4. Tires can be used as specific stunt areas in obstacle courses.
5. When cut in half and balanced upright, tires make (a) excellent targets for sliding bean bags or rolling ball and (b) attractive markers for station work.

6. Tires make excellent targets, as mentioned above, whether laid flat on the floor or held upright by another tire in the hurdle position. The tire can be held in position by a support. The support can be easily constructed from wood and provides a more stable base for many of the activities and relays listed above. Necessary materials include two side pieces measuring 1" X 6" X 12". Both glue and screw or nail the four pieces of wood together, leaving a 10 inch width in which the tire can rest.
7. A tire can be used to make a sled/stagecoach/chariot for both indoor and outdoor use. Necessary materials include 10 feet of nylon rope and two pieces of 1/2 inch plywood, 15 inches in diameter. Cut the rope into one eight foot length and two one foot lengths. In the eight foot piece loops are made at each end to provide handles for the pullers. The middle of the rope is threaded through a small hole cut in the tire and then secured with a knot. Each of the one foot pieces is threaded through two holes in the tope of the tire. These are secured with knots to provide handles for the rider. The plywood bases are secured together over the center of the tire with counter sunk bolts. This serves as the rider's seat. The sled can be used for:

   (a) weight pulling competition with partners.

   (b) relays with three children, two pullers and one rider. After the sled is pulled a specified distance, 15-20 feet, the children rotate positions with the rider becoming a puller and one of the pullers becoming a rider.

   (c) an imaginary stagecoach journey across country. Relief horses (pullers are stationed at various intervals. The rider stays on the stagecoach throughout the journey, but the horses change. Groups of children could be timed over a specific course and periodically allowed to better a previous score (time).

ASSIGNMENT BOARD

"What are we doing today? Are we going to be inside or outside?" These are, perhaps, the two most asked questions an elementary physical educator hears in a day. In an attempt to answer the questions of whether to dress for indoor or outdoor activity and what activity to prepare for, an assignment board is recommended. The board can be made (1) from posterboard and attached to an existing bulletin board or (2) from 1/4 inch plywood and permanently attached to the wall. The board should be brightly painted and highlighted with colorful or well known characters. Two pockets, one for location and one for the activity are attached. The assignment board should be placed in a central location. By using the board, both students and classroom teachers will quickly know what and where the physical education activity will be for the day.

Birdie E. Bell, North Georgia College, Dahlonega

"SHUFFLIN' RAG"

Choreographed by Birdie Bell, North Georgia College, Dahlonega, Georgia.

Music: Any music with a suitable beat. Some suggestions are: "Heartbroke", Ricky Scaggs. 34-03212, 1982. Epic Records, CBS, Inc. "Don't Think I'll Cry", Ricky Scaggs. Flip Side. A suggestion for dance as written: "Buck Snort", The Thunderbirds. Thunderbird Records. Th520.

counts

A. Forward and Back.

8 1. Begin R and move forward with:

(1) (2) (3) (4) (5) (6) (7) (8)
Double-step, Double-step, Double-step, Rock, Step.

8 2. Begin L and move backwards with:

(1) (2) (3) (4) (5) (6) (7) (8)
Double-step, Rock, Step, Rock, Step, Rock, Step.

8 3. Repeat 1.

8 4. Repeat 2.

B. Side and Back.

8 1. Begin R with a grapevine to the R

(1) (2) (3&4) (5&6) (7) (8)
Double-step, Cross (behind), Step, Brush, Slide.

8 2. Reverse pattern back to L.

8 3. Repeat 1.

8 4. Repeat 2.

C. Shuffles (begin singles on L)

1. Shuffle 4 both feet.

2. Shuffle 4 on left foot.

3. Shuffle 4 both feet.

4. Shuffle 4 on right foot.

D. Turn back, Turn front.

1. Begin L with: (performed in place)

8 (1) (2) (3) (4) (5) (6) (7) (8)
Double-step, Rock, Step; Double-step, Rock, Step;

8 (9) (10) (11) (12) (13) (14) (15) (16)
Double-step, Rock, Step; Place R toe, Pivot 180° turn.

16 2. Repeat exactly and end facing original direction.

counts E. Shuffles (begin singles on R)

8 1. Shuffle 4 both feet.

8 2. Shuffle 4 on R foot.

8 3. Shuffle 4 both feet.

8 4. Shuffle 4 on L foot and turn ¼ turn to L.

F. Start over with A beginning with R foot.

Continue A-E until a complete circle is made. Once you are facing front again, alternate A and B only until music ends.

"STAY A LITTLE LONGER"

Choreographed by Birdie Bell, North Georgia College, Dahlonega, Ga.

Music: "Stay a Little Longer", Mel Tillis. Elecktra. 7-69963-A.
Red river Songs, Inc., BMI.

counts A. Introduction

8 1. Begin R on first beat of music with:

① ② ③ ④ ⑤ ⑥ ⑦ ⑧
Extend R heel, Extend L heel, up on toes, click heels, stomp R, stomp L.

8 2. Repeat exactly.

B. Forward and Back, Side and Back

8 1. Begin R, move forward with:

① ② ③ ④ ⑤ ⑥ ⑦ ⑧
Double-step, Double-step, Double-step, Rock, step.

8 2. Begin L, move backwards with:

① ② ③ ④ ⑤ ⑥ ⑦ ⑧
Double-step, Rock, step, rock, step, rock, step.

8 3. Begin R and move to the R

① ② 3&4 5&6 ⑦ ⑧
Double-step, Cross, Step, Brush, Slide.

8 4. Begin L, repeat steps to L.

C. Regular Amos Moses

8 1. Begin R, move R with:

① ② ③ ④ ⑤ ⑥ ⑦ ⑧
Extend R heel, Extend L heel, Step, Cross, Pivot, Jump.

8
8 2. Repeat 3 more times making ¼ turn to the R to face all four walls.
8

D. Shuffles

8 1. Shuffle 4 both feet
8 2. Shuffle 4 on R foot
8 3. Shuffle 4 both feet
8 4. Shuffle 4 on left foot

E. Main Pattern

32 1. Begin R and move froward and backwards as in B1 and B2. Repeat.

32 2. Begin R and move R and back L as in B3 and B4. Repeat.

3. Begin R with:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double-step, Brush, Slide: Double-step, Brush, Slide.

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double-step, Brush, Slide: Double-step, Brush, Slide.

4. Shuffle L, touch R

(1) (2) (3) (4) (5) (6) (7) (8)
8 Touch twice in front, Touch twice in back.

(1) (2) (3) (4)
4 Touch once in front, Touch once in back

(5) (6) (7) (8)
4 Touch once to side, Brush, Slide.

(Make ¼ turn to L on last two shuffles.)

Repeat Main Pattern 3 more times to return to original position.

F. Ending

1. Repeat Main Pattern down to the shuffle/touch pattern.

2. Shuffle L, touch R with:

(1)(2)(3)(4)(5)(6) (7) (8)
8 Touch in front to L, R, L, Touch to side,

(9) (10) (11) (12) (13) (14) (15) (16)
8 Touch in back, Brush, Slide, Double-step, Rock, Step.

8 3. Repeat shuffling R, touching L.
8

F-102

CLOGGING FOR EVERYONE: BEGINNING CLOGGING

Birdie E. Bell, North Georgia Collge, Dahlonega (4-8)

"STARTIN' EASY"

Choreographed by Birdie Bell
North Georgia College, Dahlonega, Georgia

Recommended Records:
Slow Tempo: "City of New Orleans", Willie Nelson. Columbia, 38-04568.
Moderate Tempo: "Louisiana Saturday Night", Mel McDaniel. Capitol, 4983.
Fast Tempo: "Up Jumped the Devil", Instrumental, Red Boot Records. RB 5002B.

A. 1. Begin L, Move L.

Counts

(1) (2) (3) (4)
8 Double - step, Drag L, Step R (Cross front)

(5) (6) (7) (8)
Double - step, Drag L, Step R

(1) (2) (3) (4)
8 Double - step, Rock, Step,

(5) (6) (7) (8)
Rock, Step, Rock, Step.

2. Begin R, Move R.

(1) (2) (3) (4)
Double - step, Drag R, Step L (Cross front)

8

(5) (6) (7) (8)
Double - step, Drag, Step

(1) (2) (3) (4)
8 Double - step, Rock, Step

(5) (6) (7) (8)
Rock, Step, Rock, Step.

B. 1. Begin L, in place.

Counts

(1) (2) (3) (4)
8 Double - step, rock, step

(5) (6) (7) (8)
Double - step, rock, step

Counts 2. Begin L, move backwards.

(1) (2) (3) (4)
8 Double - step, rock, step

(5) (6) (7) (8)
Rock, step, rock, step

3. Begin R, move forward.

(1) (2) (3) (4)
8 Double - step, double - step

(5) (6) (7) (8)
Do.ble - step, double - step

4. Begin L, in place.

(1) (2) (3) (4)
8 Double - step, rock, step

(5) (6) (7) (8)
Double - step, rock, step

NEW VERSES FOR 'STARTIN' EASY

Choreographed by Birdie Bell
North Georgia College, Dahlonega, Georgia

C. 1. Begin L, moving in an individual circle to L with a ¼ turn on each rock step.

Counts

(1) (2) (3) (4)
Double - step, Brush, Slide

(5) (6) (7) (8)
8 Double - step, Rock, Step

(1) (2) (3) (4)
Double - step, Brush, Slide

(5) (6) (7) (8)
8 Double - step, Rock, Step

(1) (2) (3) (4)
Double - step, Brush, Slide

(5) (6) (7) (8)
8 Double - step, Rock Step

(1) (2) (3) (4)
Double - step, Brush, Slide

(5) (6) (7) (8)
8 Double - step, Rock, Slide

(1) (2) (3) (4)
Double - step, Brush, Slide

(5) (6) (7) (8)
8 Double - step, Rock (don't turn), Step

D. 1. Begin L, in place.

Counts

(1) (2) (3) (4)
Double - step, Rock, Step

(5) (6) (7) (8)
8 Double - step, Rock, Step

(1) (2) (3) (4)
Double - step, Double - step

(5) (6) (7) (8)
8 Double - step, Rock, Step

E. 1. Begin R. Move R.

Counts

(1) (2) (3) (4)
4 Step, Step. Step. Hop

2. Begin L, Move L.

(1) (2) (3) (4)
4 Step, Step. Step, Hop

3. Begin R, in place.

(1) (2) (3) (4)
4 Step, Touch, Step, Touch

4. Begin R, Move forward.

(1) (2) (3) (4)
4 Step, Step, Step, Hop (pivot ½ turn to R)

5. Begin L. Move Backwards.

(1) (2) (3) (4)
4 Step, Step, Step, Hop

F. 1. Begin R, in place.

Counts

(1) (2) (3) (4)
Double - step, Rock, Step

(5) (6) (7) (8)
8 Double - step, Rock. Step

(1) (2) (3) (4)
Double - step, Double - step

(5) (6) (7) (8)
8 Double - step, Rock, Step

G. 1. Begin L, start over with Verse A.

LITTLE BLACK BOOK

Music: Little Black Book, Jimmy Dean Columbia Records, Columbia Records. Columbia Hall of Fame #1333051

FORMATION: Random, no partners, all facing forward

A. 1. Move R, then L, with a grapevine step.

Counts

(1) (2) (3) (4)
4 Step R, Cross L, Step R, Hop R/Swing L

(5) (6) (7) (8)
4 Step L, Cross R, Step L, Hop L/Swing R

(1) (2) (3) (4)
4 2. Step R, Touch L, Step L, Touch R

3. Walk forward 3 steps beginning R then hop and pivot ½ turn L

(1) (2) (3) (4)
4 Step R, Step L, Step R, Hop R/Pivot

4. Walk backward 3 steps beginning L and Hop L.

(1) (2) (3) (4)
4 Step L, Step R, Step L Hop L

Repeat from beginning.

NEW VERSES FOR 'ST. TIB' EASY

Choreographed by Birdie Bell
North Georgia College, Dahlonega, Georgia

C. 1. Begin L, moving in an individual circle to L with a ½ turn on each rock step.

Counts

(1) (2) (3) (4)
Double - step, Brush, Slide

(5) (6) (7) (8)
8 Double - step, Rock, Step

(1) (2) (3) (4)
Double - step, Brush, Slide

(5) (6) (7) (8)
8 Double - step, Rock, Step

(1) (2) (3) (4)
Double - step, Brush, Slide

(5) (6) (7) (8)
8 Double - step, Rock Step

(1) (2) (3) (4)
Double - step, Brush, Slide

(5) (6) (7) (8)
8 Double - step Rock, Slide

(1) (2) (3) (4)
Double - step, Brush Slide

(5) (6) (7) (8)
8 Double - step, Rock (don't turn), Step

D. 1. Begin L in place.

Counts

(1) (2) (3) (4)
Double - step, Rock, Step

(5) (6) (7) (8)
8 Double - step, Rock, Step

(1) (2) (3) (4)
Double - step, Double - step

(5) (6) (7) (8)
8 Double - step, Rock Step

E. 1. Begin R. Move R.

Counts

(1) (2) (3) (4)
4 Step, Step Step. Hop

2. Begin L, Move L.

(1) (2) (3) (4)
4 Step, Step Step, Hop

3. Begin R, in place.

(1) (2) (3) (4)
4 Step, Touch, Step, Touch

4. Begin R, Move forward.

(1) (2) (3) (4)
4 Step, Step, Step, Hop (pivot ½ turn to R)

5. Begin L. Move Backwards.

(1) (2) (3) (4)
4 Step, Step, Step, Hop

I. 1. Begin R, in place.

Counts

(1) (2) (3) (4)
Double - step, Rock, Step

(5) (6) (7) (8)
8 Double - step, Rock, Step

(1) (2) (3) (4)
Double - step, Double - step

(5) (6) (7) (8)
8 Double - step, Rock, Step

G. 1. Begin L. start over with Verse A

"Disco Duck"

Presented by Birdie Bell
North Georgia College, Dahlonega, Georgia

Music: "Disco Duck", The Disco Band, Pickwick International, SPC-3559.

Other Suggestions: "Whoever's Watchin'", Gary Morris. Warner Brothers Records, 7-29230.
"Turn Your Radio On", Grady Nutt. Heartwarming Records, RO3775.

Formation: Line, no partners.

Counts A. Forward and Back

1. Begin R, moving forward with:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Double - step, Double - step, Rock, Step

2. Begin L, Moving backward with:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Rock, Step, Rock, Step, Rock, Step

16 3. Repeat #1 and #2.

B. Side and Back

4. Begin R, moving R with:

(1) (2) (3,4)
8 Double - step, Rock(cross behind),

(5,6) (7) (8)
Step, Brush/drag, Slide

5. Begin L, moving L with:

(1) (2) (3,4)(5,6) (7) (8)
8 Double - step, Rock, Step, Brush/drag, Slide

16 6. Repeat #4 and #5.

C. Double - step, Brush, Slide

7. Begin R in place with:

(1) (2) (3) (4)
4 Double - step, Brush/drag, Slide

(5) (6) (7) (8)
4 Double - step, Brush/drag, Slide

D. Touch Series

8. Drag and Slide on L, Touch and Brush with R.

(1) (2) (3) (4)
4 Touch/drag, Slide Touch/drag, Slide

(5) (6) (7) (8)
4 Touch/drag, Slide, Touch/drag, Slide

(1) (2) (3) (4)
4 Touch/drag, Slide, Touch/drag, Slide

(5) (6) (7) (8)
4 Touch/drag, Slide, Touch/drag, Slide

9. The pattern is this: touch in front twice, touch in back twice, touch in front once, in back once, to the side once, and brush,slide as you turn ¼ turn to the left.

10. Start over at the beginning.

F-108

ENHANCING MOVEMENT PROGRAMS THROUGH TEACHER COOPERATION: THE CLASSROOM AND PHYSICAL EDUCATION TEACHER PARTNERSHIP APPROACH

Bill Carleton, Incarnate Word College, San Antonio, Texas

I. Traditional ingredients of the effective movement program:
   A. The Teacher - knowledge, enthusiam, love of children, etc.
   B. Curriculum Content - reflects the needs of children, dynamic, adds to the total school program, etc.
   C. Continued professional growth - member of state and national organizations, community interest, continued education, etc.
   D. Public Relations - selling your program beyond the confines of the Physical Education learning situations - to the public and other school personnel

II. A non-traditional approach - the use of the classroom teacher as a resource person who possesses a wealth of knowledge about each student and the entire class.
   A. Reciprocal Interaction
      1. Understanding the classroom program
      2. Sharing ideas
      3. The Elementary Physical Education Program
         a. Program Objectives
         b. Class Objectives
         c. Scope and Sequence Chart
   B. Faculty Meetings
      1. Listening Skills
      2. Input
      3. Interest in Total School Program
   C. The Special Guest-Bringing the classroom teacher into the movement program
      1. Visit/Observation
      2. Teacher aide
      3. Team Teach
   D. Interrelationship of Disciplinary Skills
      1. Student Discipline Problems
      2. The Inactive Student
      3. Motivation
      4. Learning Styles
      5. Understanding of Home Life
   E. PTA and Other Programs
   F. Individual Teacher Meetings
      1. Follow-up
      2. Evaluation

HOW TO "OUT-PSYCH" THE LILLIPUTIANS: PRACTICAL APPROACH TO CLASS CONTROL

Mary M. Wright, Retired, Tuscaloosa, Alabama

In Jonathan Swift's Gulliver's Travels, the little Lilliputians felled the giant. They nailed him to the ground! Can you imagine this large authoritative person succumbing to the little people? Just observe unthinking, poorly self-prepared

elementary physical education student teachers or inadequately prepared and inexperienced elementary physical education teachers, and one quickly may see a replica of old Gulliver.

What are the success factors for beginning teachers? As I have tried to offer "the immediate handle" to student teachers and young teachers for the past ten years, I have tried to analyze the success factors. How important it is to get "the handle" first rather than wrestle to untie one's self from the Lilliputian's entanglements later! Of course, the kids are the winners too when valuable time is not wasted with "get quiet" the "listen up" repeated ad infinitum.

How do we out-psych the Lilliputians? The young teacher must:

1) Understand that class control is not regimentation. Rather it is an established class atmosphere that permits the kids to accomplish what the teacher wants them to accomplish. Sounds simple, but note the word "established."

2) Love kids.

3) Remember that he is an authority figure in the eyes of the child. He even looks the age of the child's parents. He must develop this feeling of maturity.

4) Not only learn, from every possible source, activities suitable for the age group but know the PURPOSE of the activity. Why is "X" activity selected to be included in "X" lesson plan at "X" point in the plan?

5) Establish basic class rules.

6) Avoid the use of "ya'll" . . . if one lives below the Mason-Dixon Line.

7) Practice key phrases until they are automatic.

8) Develop interesting facial expressions and voice tone but may forget how to smile for the first two weeks. Thereafter the twinkle in the eye and the smile of approval are wonderful behavior modifiers.

9) Use points of reference. Teach basic formations.

10) Make it easy on one's self and still be an excellent teacher!

11) Know when children listen best.

12) Motivate, not demand, for fitness development.

13) Not give the old "no equipment" sob-story. Find ways to get equipment.

14) . . . when kids are not following instructions, keep cool, calmly call group into a huddle and say, "boys and girls, I don't believe you understood the directions." Two wonderful ways to lose class control are to yell at the kids or to ignore the situation.

F-110 HOW TO "OUT-PSYCH" THE LILLIPUTIANS...(Continued)

15) Remove any offenders immediately (and temporarily) after action of #14.

16) Give after-class pep talks to the day's discipline problems, if there were any.

17) Be consistent!

18) Not take devious behavior as a personal affront. What happened at home?

19) Learn a few tricks to smoothly disseminate and take-up equipment.

20) Apply Assertive Discipline.

The presentation will include examples to illustrate these twenty points.

HUGHES BASIC GROSS MOTOR ASSESSMENT: MOTOR DEVELOPMENT TEST PRACTITIONERS CAN UTILIZE (K-3)

Steve W. Moyer, Oklahoma State University, Stillwater, Oklahoma

The Hughes Basic Gross Motor Assessment has proven to be a practical tool for screening young school aged children by physical educators. There are three primary reasons. The first is that this assessment instrument contains only gross motor skills that provide the foundation for success in physical education activities. The second is that a student can be tested in approximately ten minutes with minimal equipment including a playground ball, bean bags and masking tape. The third is that this assessment tool provides clear criteria for evaluation of skills and standard scores for each age group.

The Hughes Basic Gross Motor Assessment contains two balance tasks: a one foot balance, and walking forward and backward on a taped line. It contains two locomotor tasks: hopping and skipping. An accuracy task of throwing bean bags into a taped square is included. Also, three eye-hand coordination tasks: catching, throwing, and dribbling are evaluated.

This assessment tool was developed by Jeanne E. Hughes, a physical education specialist in the Denver School District. She realized the need to evaluate the performance and plan remedial programs for students with minor motor deficiencies. She observed that there are children who appear to move (walk, run and play) reasonably well, but under close observation do not have the motor skills of most of the children their age.

Elementary physical educators have utilized the Hughes Basic Gross Motor Assessment to identify the students in the primary grades of an elementary school who have motor deficiencies. They have then been better able to plan developmental activities into their physical education programs that develop these fundamental skills. Also, physical educators have designed remedial programs in which students are given extra motor development classes in small ability groups in addition to the regular physical education program.

WORKSHEET

HUGHES BASIC GROSS MOTOR ASSESSMENT

Jeanne E. Hughes

NAME: _____ SCHOOL: _____ BIRTHDATE: _____ AGE AT TIME OF TEST: _____

TESTING DATE: _____ REFERRED BY: _____ TOTAL SCORE: _____

(1) STATIC BALANCE	(2) STRIDE JUMP	(3) TANDEM WALK	(4) HOPPING	(5) SKIPPING	(6) TARGET	(7) YO-YO	(8) BALL HANDLING SKILLS		
							CATCH	THROW	DRIBBLE
a. Leans flexed leg against supporting leg	a. Hits ankles together	a. Turns feet out	a. Shuffle hops	a. Shuffle skips	a. Poor adjustment	a. Lacks rhythm	a. Stiffly extends arms & catches on chest	a. poor coordination	a. Uneven push on ball
b. Excessive arm movement	b. Jumps stiffly uneven rhythm	b. Turns feet in	b. Poor rhythm	b. Poor rhythm	b. Lacks ease & coordination	b. Lacks coordination	b. Poor position of fingers	b. Lacks strength	b. Poor timing or rhythm problems.
c. Excessive body sway	c. Uneven strides	c. Large steps	c. Excessive arm movement	c. Excessive arm movement	c. Uses two hands	c. Hits self with ball	c. Eyes do not follow ball	c. Poor aim	c. Unable to coordinate hands
d. Shifts to maintain balance by jumping on supporting leg	d. Pushes off more on one leg	d. Excessive arm movement	d. Cannot stay between lines	d. Hops with one leg held behind	d. Hurls overhand	d. Wraps string around arm	d. One side catch only		
		e. Looks back							
		f. Moves fast							
		g. Can't stay on line							
ARMS DOWN L R / ARMS CROSS L R		FWD BKWD	L R		H # F	H # F			

OBSERVATIONS:
GAIT: _____
PREFERRED HAND FOR FINE MOTOR ACTIVITIES: _____
MIDLINE: _____
POSTURE: _____
OTHER OBSERVATIONS:
- Ill-fitting clothing
- Unusual size for age
- Temporary injury
- Appears weak
- Hyperextends joints
- Moves total body
- Very right or left handed
- Switches hands
- Tremor-like movements
- Tongue out excessively when working
- Tense or rigid movements
- Associated movements
- Spatial Orientation problems
- Motor planning problems
- Eye problems
- Overtries
- Distractible or poor attention
- Delayed response
- Giggly or covers up with silliness
- Lacks visual fixation
- Refuses to try or resentful when failed
- Can't follow directions
- Talks incessantly
- Seems pressured or anxious
- Says I can't
- Immature responses
- Touches everything or everybody
- Perfectionistic
- Improves with practice
- Erratic
- Seems shy

SCORING
3 = no difficulty
2 = one observed difficulty
1 = two observed difficulties
0 = three observed difficulties or unable to perform task

COMMENTS

JEANNE E HUGHES
1000 ZUNI STREET
BOULDER, COLO. 80401

This instructional strategy is based upon the belief that children with motor deficiencies who are identified and have a remedial program at an early age can develop these fundamental skills and catch up to their peers. These students not only attain important prerequisite skills, but the self-concept to practice and attain more complex skills.

The Hughes Basic Gross Motor Assessment provides elementary physical educators with a valid, practical testing instrument by which they can identify and remediate the motor deficiencies of the students who need them the most as physical educators.

LET'S PRETEND: HOW WOULD YOU PREPARE PHYSICAL EDUCATORS IF TEACHING WELL WAS THE MAIN GOAL?, Daryl Siedentop, Ohio State University, Columbus

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Kathryn Edwards, Georgia State University, Atlanta

TEACHING SNOW SKIING AT SCHOOL WITHOUT SNOW!! (5-8), John Baxter, President Colorado Country, Atlanta

CONTEMPORARY ELEMENTARY AND MIDDLE SCHOOL PHYSICAL EDUCATION CONFERENCE

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ACTIVITIES TO EMPHASIZE PHYSICAL FITNESS (K-8)

Michael Dumin, Radford University, Virginia

Often in the classes it is difficult to provide enough time to develop skills, physical fitness, and play a game. A series of activities were developed in a workshop during the summer of 1985 that help include more fitness into the schools. Some of these activities will be presented for group participation.

A SYSTEMATIC APPROACH TO PRODUCING QUALITY IN EDUCATIONAL GYMNASTICS

David Bean, The University of Calgary, Alberta, Canada

Educational gymnastics is a theoretically sound process which, for various reasons, has not always become as well established in the field as its proponents would wish. At the root of this problem lies the fact that a child-centered base, problem solving approaches and a concern for the development of originality and creativity characterized the process. This relative freedom and flexibility has often resulted in a lack of attention to structure in planning programs and the neglect of a distinct emphasis is upon the development of individual skill and ability.

A "movement quality" approach to planning and implementing educational gymnastics in grades K through 6 is developed, through the establishment of specific guidelines, criteria and objectives. These structures are applied to all levels of the planning and teaching process from initial program development to teacher - child communication.

ACCURATE TESTING
OR
If You Don't Know Where You Are Going You May Wind Up Somewhere Else

Doyice J. Cotten, Georgia Southern College, Statesboro

Can you imagine going to a doctor who did not know how to accurately measure your blood pressure? Is that really any worse than a physical educator who doesn't know how to accurately administer a pushup test? Many physical educators have had little or no training in how to administer fitness tests such as pushups and pullups. Most of us do the best we can, but with a few selected testing tips, we can get scores that are much more valid.

This presentation begins with some general guidelines that we can use to improve our testing procedures. These guidelines are followed by specific recommendations for administering the following fitness test items:

- Pushups
- Modified pushups
- Dips
- Pullups
- Dashes
- Agility runs
- Standing Broad Jump
- Vertical Jump

Flexes-arm Hang	Distance Runs
Situps	Step Tests
Curls	Skinfold Fat
Throws for Distance	Sit and Reach

Slides will be presented illustrating proper techniques and common errors. This is a "how-to" session designed to give the teacher "practical" information that can be applied immediately.

MORE THAN BEING CAREFUL: A PRACTICAL APPROACH TO LEGAL ACCOUNTABILITY IN TEACHING PHYSICAL EDUCATION (K-8)

Terry A. Rupert and Michael Moulton, University of Southern Mississippi, Hattisburg

Traditionally, physical educators have been instructed on the importance of adequate supervision and the legal implications resulting from failure to conduct supervision properly. Our courts have long since set legal precedence concerning the negligent teacher. Millions and millions of dollars in legal suits have grabbed the attention of our practitioners in the field.

The purpose of this presentation is to introduce an upcoming concern of physical education teachers that is starting to surface in the courts. This is the concept of legal accountability in teaching. New law cases have found physical education specialists guilty of improper or inadequate instruction associated with poor choices in the selection of activities and proper grouping of students in activities.

It is the hope of this presentation to strengthen the court's view of the importance of responsible and accountable teaching. This will be done by providing some guidelines to assist the practitioner to better prepare himself for the possible legal actions that are now taking place other than the traditional safety concepts that have been taught in the past.

EARLY CHILDHOOD AND PHYSICAL EDUCATION (PRESCHOOL)

Patricia L. Nevins, State University of New York Agriculture and Technical College, Cobleskill

TOPIC

The implementation of the psychomotor development of pre-kindergarten four-year-olds and elementary physical education.

RATIONALE

Four-year-old children will become an integral part of the elementary scene, as many states pass the pre-kindergarten legislation in an effort to combat negative day-care situations.

OVERVIEW OF PRESENTATION

1. Historical perspective of Early Childhood education, legislation and contemporary status.

2. Physical growth and development characteristics of four-year-old children and their implication of the needs assessment of physical education.

3. Integration of Physical Education and the appropriate Early Childhood curriculum.

4. Professional responsibilities of the physical education to the child, the parents, colleagues and administrators.

PRESENTATION WILL INCLUDE

slides and/or video
printed hand-outs
question and answer period

TEACHING ETHICS IN THE GYM: ARE THERE ANY? (4-8)

Donald R. Hellison, Portland State University, Oregon

What is ethical character and behavior? How does a teacher go about teaching students to be ethical? Does such teaching belong in schools? In physical education? Does sportmanship transfer to life outside the gym or playing field?

This presentation attempts to answer these questions in two ways: first, by briefly reviewing the moral education literature relevant to physical education; and second, by describing a personal and social responsiblity model that has been used in a variety of physical education settings. This model consists of a loose teaching progression and a variety of teaching strategies and aims at awareness of, experience in, and reflection on four values: self-control, effort, self-direction and caring.

CAMPING WITH TEENS

Brenda E. Phillips, Morrow Junior High Schools, Clayton County Schools

An overnight camping trip can be the highlight of an outdoor education class. It can also be a great frustration to both the teacher and the students. This session will cover the good and bad parts of camping with teens-food to sleeping arrangements- all presented by a teacher who has lived to tell about it.

S-4

PARENT INVOLVEMENT IN ELEMENTARY PHYSICAL EDUCATION

Craig Buschner, University of Southern Mississippi, Hattisburg

According to a 1984 Gallup Poll, lack of parental support has replaced discipline as the number one problem facing teachers across the United States. Most of us realize that many factors affect elementary physical education programs. An important factor, which is often overlooked, is the role of parents. Parents have both a "right" and a "duty" to be interested in their child's physical education program.

Parental involvement can and should surpass the traditional roles--making homemade equipment, attenting demonstrations, and participation in field days. Recent studies have found a strong and positive relationship between parental involvement and student achievement in reading and math. Can we generalize this finding to physical education?

My hunch is that the nature of parental involvement can ultimately influence the learning of children in physical education. This session will explore strategies that the specialist might use to assist parents to become more effectively involved in elementary physical education programs.

CREATIVE RHYTHMS (K-5)

Jane B. Doss, Berry College, Rome

1. Fun With Stockings - Air Writing and Stretch and Dance
2. One Behind - Follow-the-leader actions. Group stays one action behind the leader.
3. Scarf Juggling - Toss and catch small scarves. Begin with 1, progress to 3.
4. Mop Dancin' - Create skates from mop heads and move to music.
5. Back To Back Dancin' - Standing back-to-back with partner, hook elbows and dance around. Exchange partners.
6. Bandana Dancin' Plus Other Stuff - Various uses and creative movement.
7. Call Your Own Square Dance - Big Circle Dance Figures done in groups of four. Teach several figures, number dancers 1-4, let each dancer take turns calling for their group.

FUNDAMENTAL MOTOR SKILLS IN THE CLASSROOM (K-2)

Andrew H. Lewis, College of Charleston, South Carolina

Education is a lifelong process that relates to overall human development. We grow and develop physically, mentally, socially, and emotionally along rather predictable paths. Allowing for individual differences, a teacher can thus use behavior as an observable indication of development.

The application of the developmental process involves the establishment of a sequence of hierarchial behavioral objectives. Hierarchies facilitate the ordering of instructional activities for the purpose of development. It thus can serve as a measure of student development and answers three vital educationally relevant questions: (1) What is the student's present level of educational performance on the hierarchy? (2) What short-term instructional objectives should be provided to extend present levels of educational performance of development? (3) How much development has already occurred? Task analysis therefore is a valuable tool for the development of instructional hierarchies.

The system approach to education requires that the instructor formulate general objectives for his students and assess each learner to determine the degree to which he has achieved these general objectives. The overall goal of such an instructional procedure is to enable measured learning of each child, handicapped or not, along developmental continuant.

The curriculum of physical education is predominantly composed of outdoor activities. However, due to various environmental changes many times activities must be performed within limited space (classroom). Therefore, appropriately planned skills for small areas are a must to any program without proper indoor areas.

PLANNING FOR LEARNING OR PLANNING FOR TEACHING (4-8)

Grace Karp, Washington State University, Pullman

This study describes the theoretical planning model taught by physical education professors in the Northwest, and the reality planning model of junior high school physical education teachers in the State of Idaho. Both models were compared. Quantitative and qualitative methods were used to describe each model. Empirical and ethnographic data were collected through a college survey (n=59), teacher close-ended (n=36), and open-ended (n=28) surveys, and a non-participant observation study (n=4). The Mann Whitney U and Kendall's coeffecient of concordance W statistics were used to compare the theoretical and reality models. The results indicated at an .05 level of significance that the college professors taught an ends-means model of planning which was not followed by the teachers.

The theorectical model focused on student learning while the reality model of the teachers focused on planning for teaching. The teachers planned to keep the students active, organized and to have the lesson flow smoothly. They did not plan to achieve student learning. Explicit decisions focused on teaching, while implicit decisions focused on learning.

Management routines, personal philosophy, the administration, and student reactions influenced planning and decision making.

S-6

MOTOR SKILL DEVELOPMENT: ASSESSMENT AND EVALUATION (K-3)

Jane B. Moore, Auburn University, Alabama

Increased emphasis on early education and the addition of kindergarten to the public school systems has required child development specialist and early childhood educators to take a new look at the various aspects of development of critical to early learning and to design programs appropriate for the young learner. Not secondary to this effort has been a special concern for the assessment and evaluation instruments and techniques used to determine the need of the children and to establish levels of learning.

Evaluation is an integral part of the learning process and should not be conducted in isolation. Motor Proficiency tests are now being administered as a part of the screening process for entrance to public school kindergarten in many school districts. Program decisions are made on the bases of this information and the teacher must be informed as to the selection of instruments, administration and interpretation of information gathered. The session today provides for the identification of suitable screening instruments, and the use of information in program planning. The material is practical and should be useful to the elementary physical education teacher, the classroom teacher and the administrator responsible for the grades K-2. Handouts will be provided.

INNOVATIONS IN INSERVICE CREDIT COURSES FOR ELEMENTARY TEACHERS

Eileen Warrell, Simon Fraser University, Burnaby, British Columbia, Canada

This presentation will explain an experiment taking place at Simon Fraser University that is designed to:

1. Increase the teachers knowledge and skill in dance
2. Develop teaching strategies
3. Implement a dance component in the p.e. curriculum
4. Stimulate an interest in dance in the community
5. Assist teachers to organize interschool participation in dance activities
6. Examine multi-cultural dance as it exists in the community in which they live

In the Fall of 1985 a course entitled Moving into Dance will be offered in two school districts that are situated further than six hundred miles from the university. Due to government education cutbacks these districts no longer have a physical education resource person and so there are few, in any, opportunities to upgrade their teaching skills in physical education.

One of the assignments for the course is to each children a dance and to participate in a dance festival. Organizing such a festival is also part of the course content.

By the time your conference takes place, the course will have finished. However, the district dance festival is not due to take place until March of 1986. I should have information:

-on numbers enrolled for credit towards an undergraduate degree, and those enrolled for no-credit;
the background of the participants (classroom teachers, p.e. specialists etc.)

-the types of dance taught previously by the participants (if any)
-the number and size of any ethnic dance groups in the community, and their interest in supporting dance as part of the p.e. curriculum in schools
-the effects on the instructor of flying that distance each week!
-an evaluation by the the teachers of the usefulness of this approach to inservice.

A CARDIOVASCULAR FITNESS INTERVENTION MODEL FOR ELEMENTARY SCHOOLS: THE HEART SMART PROGRAM (K-6)

Stephen J. Virgilio, David Harsha, Dee Stewart, Denise C. Serpas and Gerald S. Berenson, University of New Orleans, Louisiana

The purpose of this paper is to describe a comprehensive cardiovascular fitness program that may be transportable to most any elementary school in the country. This model is one of the major school intervention strategies that comprise the Heart Smart program, a component of the National Research and Demonstration Center-Arteriosclerosis (NRDC-A). The NRDC-A is a collaborative effort of the LSU Medical Center, the Univeristy of New Orleans, and the Jefferson parish school system. The interaction provides a unique opportunity for specialists in multidisciplinary areas to form a team for research and intervention in cardiovascular disease. The Heart Smart exercise program is developed around the social learning theory in which students are placed in an educational environment that will facilitate desired changed behaviors. Areas such as self-concept, responsibilility, decision-making and stress management are the basis for the personalized cardiovascular fitness lesson plans which accentuate aerobic conditioning. The program is designed so that the physical education teacher plans a 15-20 minute aerobic workout twice a week during the regular physical education class. The classroom teacher is responsible for two additional days per week for 15-20 minutes. The teachers are given an intensive workshop in the beginning of the school year and an additional one in February to assist them with lesson implementation. An exercise curriculum guidebook "Super Kids-Super Fit" developed by the NRDC-A exercise core and "The Feelin' Good" program are used as a resource for activities. Cognitive concepts related to exercise and cardiovascular health are taught by both the physical education teacher and the classroom teacher. At the beginning of each day the entire school population participates in the "early bird stretch" which is choreographed to music and played through the P.A. system. Also, to promote jogging, a geography run is used for both the primary and intermediate grades. This year the school ran form New Orleans to Disneyworld. Students who are screened as high risk are given more individualized attention through parent/student seminars and exercise sessions. Standardized fitness tests are used for evaluation (K-6). Anthropometric and physiological measures include height and weight, percent fat, blood pressure, blood analysis, and resting heart rate. The program is also measured by a cardiovascular fitness knowledge test and standardized behavioral inventories.

S-8 RING AROUND YOUR COURT: DECK TENNIS AS AN ALTERNATE (4-8)

Sherri Hintz, Winston Elementary School, Douglas County Schools

Deck Tennis is an excellent overflow activity or alternative to standard net games. It provides an opportunity to practice throwing, catching, and strategic play. Variations in the game can be made for skill and developmental needs. The rules for Deck Tennis are similar to volleyball or newcomb. Two teams assume their respective sides of the net and they may set up in two or three rows. Rotation to serve may be done in any manner you wish to teach, box Z or S. The ring must be released below the shoulder in an upward manner. A catch may be made with one or two hands depending on your level of players. After a serve is made you must throw and catch the ring until a drop occurs. If the serving team drops the ring, the opposing team gets to serve the ring. If the receiving team drops the ring, a point is awarded to the serving team. You must be serving in order to score points. Passes may be made to team mates before the ring is thrown across the net. A winning score is 15 points if there is at least two point lead.

CURE FOR THE GYM BLAHS: BULLETIN BOARD IDEAS IN PHYSICAL EDUCATION (K-8)

India Anne Goodyear, Dearing Elementary School, McDuddie County

This program will be a slide presentation of bulletin boards used for various purposes in all aspects of the total physical education program. Various points concerning their effectiveness and construction will be made during the presentation.

1. Introduction of Units or Concepts
2. Skill performance knowledge
3. Game strategies
4. Motivation
5. General rules and regulations
6. Exceptional student recognition
7. Student participation
8. Public relations
9. Holiday seasons
10. Create excitement

THE LIFE CYCLE OF K-12 CERTIFICATION: FLORIDA RESPONDS WITH ELEMENTARY TEACHER EDUCATION PROGRAMS

Hubert A. Hoffman, University of South Florida, Tampa

Among the responsibilities of state departments of education is the certification of teachers. It is assumed that the standards used in the certification process will improve the quality of teachers who are employed by the public schools. It appears, however, that certification standards are influenced as much by social and political factors as they are by professional judgement on what is in the best interest of the students served by certified teachers. The evolution of K-12 certificates in physical education illustrates this point. Secondary or grades 9-12 certificates were expanded to K-12 or 1-12 certificates when the public schools

began hiring elementary physical education specialists. Some states such as Florida offered both 9-12 and 1-12 certificates. The secondary certificate soon disappeared as students selected the programs that provided the most employment flexibility. Effective July 1, 1986, Florida will eliminate the K-12 certificate in physical education and replace it with elementary (K-8) and secondary (6-12) certificates. On the surface this appears to be in the best interest of students in the public schools. But, will there be any real differences in the teacher education program leading to these separate certificates? Early indications are that some teachers education programs will make only minor adjustments to their program; enough to convince the Department of Education that they have met the minimum standards. Other institutions view the new standards as bare minimums and are making significant changes in their programs. Some institutions have decided that they will offer programs only at the levels at which they have the expertise and the manpower; usually deciding to offer only the secondary program (6-12). Changes in programs is just one way to improve the quality of teachers certified to be elementary physical education specialists. Recruitment of students and developing new career paths also show promise. Students selecting the elementary physical education program can also add courses to become certified as elementary classroom teachers. This option opens the door to positions as curriculum specialists and principals. Other students will recognize the opportunities to work in your organizations other than schools utilizing their physical education preparation.

POSITIVE COMMUNITY SUPPORT FOR YOUR PHYSICAL EDUCATION PROGRAM (K-8)

Roland Johnson, Boscow-Barnes Elementary School, Hillsboro, Oregon

My presentattion to the Conference will cover positive experiences with the patrons of the Hillsboro Elementary Schools and a way for you to obtain these positive experiences with a program like the FLYING B PROGRAM.

The Oregon property tax situation and how the Oregeon Schools receive their operating money is the reason I started the program. This program has helped me gain community support for my physical education program many times over. Lots of equipment of good quality does not guarantee one of a successful physical education program, but it helps.

The FLYING B's are 4th, 5th and 6th grade students from the school where I teach. The selection of new members is by my invitation and approval of the existing group.

We have put on many basketball game half time programs for the adult community in the small universities and local high schools. At the Senior Citizen Center and some local elementary schools we have done some demonstrating work.

A local TV Cable Company offered a class explaining how to use their equipment and facilities. The class had plenty of hands on experience. In return for learning to use the equipment we could have a chance to make a video tape to be put on the air on a community affairs channel. I took the class and we made a video tape. This whole process was one of the most "learning" situations that I have ever been in when it comes to putting together a program that is viewed by the public. Another helpful thing that we did was to start putting on high school basketball game half-time programs. In our area, you have 7 minutes and 30 seconds to put on your program and get off the floor.

POSITIVE COMMUNITY SUPPORT FOR YOUR PHYSICAL EDUCATION PROGRAM (K-8)...(Contined)

Building this kind of a program is really not as hard as one might think. Time consuming, yes - hard, no. If you follow some kind of a sequence it's like teaching a gym class. I think that by looking at a video tape of our last years program all of this might be more understandable.

The hardest part of the whole process is picking out the music and putting it on tape so that the actions and the music finish together. Picking out the music, putting the music and narration on the tape, then trying out the tape, and redoing it takes time, but it is time well spent. By putting everything on a tape, it leaves you free to walk about during the program to help prompt, pass out equipment, pick up equipment, in general just being there is helpful to students. When you are in a new big gym full of strange faces, your students will feel a little more at ease if you are on the floor with them.

THE FLYING B's: A WAY OF GAINING POSITIVE COMMUNITY SUPPORT (K-8)

Roland Johnson, Boscow-Barnes School, Hillsboro, Oregon

The "Flying B's" is an on-going demonstration team of 4th, 5th and 6th grade boys and girls from Boscow-Barnes Elementary School in Hillsboro, Oregon.

The Flying B's were organized three years ago to do two things:

1) promote and publicize elementary physical education and physical fitness,
2) inform the public of the unique contribution that physical education makes to the total elementary education process.

We are fortunate to have outside help from many places - NIKE, Inc., the Hillsboro JC's and the parents. So far we have been able to support our program without extra tax dollars from either the school district or the State of Oregon.

Our programs have been many and varied. This year, 1985, we are promoting rope jumping as one avenue of fitness. Our basketball game half-time program is an eight minute, fast moving demonstration on many of the facets of functional rope jumping. We have performed at our own school, Boscow-Barnes Elementary, Hillsboro High, Glencoe High, Banks High, Pacific University, University of Portland, the Northwest District Convention of the National Physical Education Association, and the Oregon Special Olympics State Gymnastics Meet.

For further information contact Roland Johnson, 648-3335 (home).

SUCCESSFUL JUMP ROPE TEACHING WITHOUT TEACHER DEMONSTRATION

Cheryl Close, Reynold's School District, Portland, Oregon and
Camilla T. Kerst, Mt. Bethel Elementary School, Cobb County Schools

This jump rope presentation will deal with intermediate and advanced short and long rope teaching techniques for the teacher unable to perform the skills. Each skill will be broken down into teaching steps children can understand without demonstration. Teachers will have the opportunity to walk through each step introduced.

Intermediate and Advanced Long Rope:

1. Correct turning techniques,
2. Entering and exiting tips,
3. Equipment: short ropes, balls, and pogo sticks,
4. Tumbling skills, and
5. Partner skills.

Basic suggestions when presenting tricks:

1. Break trick into as many basic parts as possible.
2. Have students practice many times without their ropes so they can train their feet to do the trick.
3. Have them start performing the trick using a double bounce so they are turning their ropes slow. Gradually increase their speed and have them work into a single bounce.

Intermediate tricks:

E.B.: This trick is a lead up for the E.B. cross. Start with feet together, place right hand in front of stomach and left hand behind back-resembles a bow. This can also be performed with left hand in front and right hand in the back.

E.B. cross: Everything is the same as for the E. B. except you flip the wrist of the front hand as the rope is coming over the head. I use the cue to hitchhike with the thumb. Keep the elbows close to the body and jump through the rope. The jump will be to the side of the body, not directly in front.

E.B. cross alternate: Same as the E.B. cross except it is performed on both sides of the body with right and left hands in front.

T.S. cross: This trick is a criss-cross performed in the back of the body instead of the front. As the rope is coming under the feet, the performers cross their hands behind their back. Main cue is to cross hands low by hips and cross tight enough to allow a big enough loop to jump through.

Fling: This trick is done in three counts. Count 1-touch right foot toe by the heel of the left foot, count 2-touch the right toe on the floor 8-10 inches to the right side, count 3-touch the right toe to the floor 8-10 inches in front of the body. Switch to the other foot.

Irish Fling: This trick is done in five counts. The first three are the same as the fling. Count 4-bend your right knee in front of the left leg and touch your right toe the floor on the side of the left foot, count 5-bend your right knee and touch the inside of your left knee with the sole of your foot. Switch to the other foot.

SUCCESSFUL JUMP ROPE TEACHING WITHOUT TEACHER DEMONSTRATION...(Continued)

Double under: The main cue with this trick is the turning or snapping of the wrist. I have also found the jumpers need to stand tall, keep heads up, rebound using their toes to push with, slight bending of the knees, slight bending from waist, don't completely fold over. For triple unders, the jumpers need to jump a little higher and turn over wrist faster.

180: This is 1/2 of a turn. Hold hands together, do a side hit on a side of the boy, turn that direction 1/2 of a turn.

360: Do the 180, do a side hit on the same side of the body (left side all the way around or right side all the way around) and turn that direction, should be back to facing the direction you started from. Main cue on this, on the side hits the rope always needs to turn the direction you started from, so after the 180 the rope needs to be turned backward so it ends going the direction you started from.

360 full twist: Face forward, jump all the way around on one turn of the rope. 720 is a 360 full twist one direction and immediately a 360 full twist going the other direction.

Under the leg: As the rope is coming over the head, lift right leg and place right hand under the right knee. This needs to be far enough under the knee so the right hand can still help with the turning of the rope, also the hand needs to go from the inside of the knee. Left hand turns the rope and left foot jumps the rope. To get out of the trick, as the rope comes over the head pull the rope out and go into a side hit.

Double under the leg: This is a great trick for changing directions. As a rope is coming over the head, the jumper bends over and sends rope between the legs, the rope comes over the head, jump, and you are now going backwards. I have found my students caught onto this trick practicing with the beaded jump ropes first and then worked with the speed ropes. Main cue is to keep the hands wide, place them behind the knees, this will allow a big enough loop to fit through.

Pogo stick: The pogo stick adds an exciting challenge for the students. As soon as the tricks are mastered, and the students have mastered jumping on the pogo stick they will be ready to put the two together. I have found the black, rubber, S-hook straps to be the safest to attach to the handle of the pogo stick, around the waist of the jumper and reattach to the handle of the pogo stick. I started out with the elastic straps used for backpacking and found the hooks on these to sometimes open up when they get heated from the jumping.

I purchase the Master pogo for $17.95 from Gopher Athletic, 220 24th Avenue, N.W., Owatonna, Mn. 55060. This has been a useful, economical, and durable pogo stick. I am sure there are others available in various price ranges, check around to find one that fits your needs.

ASSEMBLIES--A TOUCH OF CLASS (1-6) S-13

Vicki Beierschmitt, Ranch Heights School, Bartlesville, Oklahoma
and Kay Campbell, Longfellow School, Alva, Oklahoma

Assemblies can be either "do we have to go" or "do we get to go" type of assemblies. What kind of assemblies are presented at your school? Does your physical education program play an important role in school assemblies? Subject matter and involvement are two components that will "make or break" an assembly.

Put "a touch of class" in your assemblies. Your physical education program will become more interesting and effective not only to your students and school but to you, the teacher, as well.

The subject matter in this presentation involves four areas: (1) Olympics (2) Valentine special--"love assembly." (3) Interaction of Physical education and social studies, and (4) "The Greatest Show on Earth."

The Olympics

Each grade choose a particular country for an indepth study. The classroom teacher was responsible for teaching facts, customs, about the country. Additional material that can be used in the curriculum can be obtained by writing: Mr. C. Robert Paul, Jr., U. S. Olympic Committee--1750 E. Boulder Street-Colorado Springs, Colorado 80909 (Ask for the Olympic Enrichment Unit).

For class art projects, children made many costumes and flags of their country. Other art decorated the gym. Sam the Eagle and posters depicting the different athletic events were also used.

The music teacher selected songs from each country and taught them to the children.

Folk dances from each country were taught in physical education.

The Olympic Assembly consisted of the Opening Ceremonies--entering of the children representing the different countries, the lighting of the Olympic torch, folk dances and songs, and the finale with everyone singking in unison "God Bless America." It was thrilling because every child was a participant and each one learned a lot about the Olympics.

Patriotism

In conjunction with the classroom teacher on patriotism, the children performed three routines based on patriotic music. A marching routine to the song "When Johnny Comes Marching Home", was performed by the boys. A rhythm ball routine to the song "Yankee Doodle" was performed by the entire class as was a movement routine to the song "Armed Forces Medley."

Oklahoma--Run of 1893

The students learned about their community's early beginnings through the study of the land run and settlement of their town.

ASSEMBLIES--A TOUCH OF CLASS....(Continued)

Physical education was incorporated in the study through movement in the actual staging of the land run. The children square danced and demonstrated games such as "kick the can." "Black Tom", and "Jackstones", after an enthusiastic run for land in the new Oklahoma territory.

MEXICO

The classroom teacher taught a unit on Mexico to the children. In physical education class, the children were taught La Raspa of the Mexican Hat Dance. They wore their sombreros which they had made in the classroom.

African Circuit

Station 1. Cairo

a. Build a pyramid with different levels. Try to create shapes that resemble the pyramids or the Sphinx of ancient Egypt.

b. Ride a riverboat (use your carpet squares) up the Nile River to Lake Victoria. Join the natives as they fish in the lake. Go by train (imitate a train with your group) to the foot of Mount Kilimanjaro.

Station 2. Mount Kilimanjaro

a. Climb the long ropes to simulate climbing the tall mountain. Jump rope to condition your legs to develop the endurance necessary in mountain climbing.

b. Get back on the train and ride to the seaport of Mombasa on the coast of Kenya. Board a ship (scooters with sails) and sail to Majunga.

Station 3. Majunga

a. Do a Coffee Grinder.

b. Return to the ship and sail through the Mozambique Channel, around the Cape of Good Hope to Cape Town, South Africa.

Station 4. Cape Town

a. Do an elephant walk to the diamond mine. When you get there, make a diamond shape with all body parts and then with partners.

b. Return to the ship and sail to Banana in the Congo (scooters). Go ashore and then ride a riverboat (carpet squares) up the Congo River to Stanleyville.

Station 5. Stanleyville

a. Skin the snake with your group.

b. Ride the riverboat (carpet squares) back down the Congo River to Leopoldville.

Board a plane and fly to Lagos, Nigeria.

Station 6. Lagos

a. Do a stork stand.

b. Ride the train (imitate a train with group) to Jebba. Ride a riverboat (carpet squares) up the Niger River to Timbuktu.

Station 7. Timbuktu

a. Join a salt caravan and do a camel walk across the Sahara Desert to Taoudenni. The salt caravan stops here, so ride in a jeep (scooters--no sails) across the remainder of the desert and the mountains, to Casablanca, Morocco.

Section 8. Casablanca

a. Swing from long rope starting at one and end and letting loose of rope.

b. Board a ship (scooters with sails) and sail through the Strait of Gibraltar and across the Mediterranean Sea to Cairo.

Rope or tape can be used to outline Africa. All activities are done within the outline.

Valentine Special "Love Assembly"

The program, particularly the music and decorations, carried out a Valentine theme since this assembly was presented on Feb. 14. Each grade level presented different activities:

1st grades: Activity--parachute; decorations--large pink and red hearts taped to the chute; music--"I Love Love."

2nd grades. Activity--Pass the lummi sticks: decorations--Each class (3) sat in a circle cross legged around a very large cut out heart.

3rd grades. Activity--bunny hop; decorations--Each carried a heart; music--bunny hop.

4th grades. Activity--tinikling: music - "Love's Been A Little Bit Hard On Me."

5th grades. Activity--country line dances: decorations--glittered hearts pinned to shirts.

6th grades. Activity--aerobic number: music--" '65 Love Affair"; Decorations--Dressed in red/white.

The Greatest Show on Earth

The circus assembly consisted of 12 activities with short clown acts in between each activity. The 6th graders had the option of being a clown or participating in the other activities.

ASSEMBLIES--A TOUCH OF CLASS...(Continued)

1. parachute "And now the parachute--With its ups and downs--Presenting the 1st graders--With one of the clowns."

2. 6th grade sang "Be A Clown" (acting out verses)--"Gags, giggles, and goofiness galore--Let me introduce you to the 6th grade core."

3. snakes "Sleek, slithering, sliding creatures--Are the 1st graders snakey features."

4. aerobic routine to "Make 'Em Laugh"--"And now from the 2nd grade--You will witness--An aerobic routine--To improve your fitness."

5. tumbling--monkey walks--wave--zipper "Tumbling, monkey walks, the zipper and wave.--All portray the 3rd grade crave."

6. lions, tumbling, puppets "Lions so fierce and strong--Under the trainer can do no wrong." "Tumblers, foot loose and fancy free-Cause the crowd to cheer with glee." "To be a puppet flexible and free--Is what the 3rd graders show with glee--Nevertheless, no matter how hard they try--It's the puppetiers that get them by."

7. ball routine ("The Entertainer") "Bouncing 41 balls by the 3rd grade class--Will surely delight you--Like none in the past."

8. tinikling "It's the 4th grade game--Tinikling is the name--Agility and endurance you'll witness--As the 4th grades develop their fitness."

9. square dance ("Cabaret") "Whooping Wildly Way out West--Is the 4th grade at its best--Square dancing is their thing--As they entertain us with a fling."

10. ribbons "Ribbons of green, yellow, blue and red--Will surely make everyone look ahead."

11. juggling "Hand and eye coordination is what it takes--To juggle 3 balls without a mistake."

12. pyramids "Teamwork is a must--As the 5th grades show their trust--Displaying daredevil tactics--Create 7 pyramid classics."

Circus must was played for all clown acts. The music, decorations, and costumes set the mood for "The Greatest Show on Earth."

CALM KIDS AND COOL TEACHERS: QUIETING ACTIVITIES TO HELP CHILDREN CALM DOWN

Bill Stinson, Emporia State University, Kansas

There are times during the school day in which a child must be quiet and composed. As a whole, such times as physical education class, recess and lunch time gives the child opportunities for physical activity and for the mental/emotional

release of nervous energy. Problems arise after such activities when the children must get themselves under control to return to a quiet restricted environment. Younger children, especially, have difficulties becoming composed after an emotionally high-charged period of physical activity. The teacher must help these children bring emotions and activity back down to an acceptable level of tolerance. Instead of reverting to a negative approach (i.e. shouting, put-downs, physical threats), quieter activities which focus on subdued movements, teacher-concentration and student-centered control may provide positive, constructive use of lining up and returning to the classroom routines.

Quiet activities should last no longer than 3-5 minutes at the end of the period. When it is time to begin the quiet activity, it is usually best to stop the activity and have the children sit down immediately wherever they are in the gym room. This action helps to tone down the atmosphere, plus get the studnets on a lower level than the teacher so that attention is gained. The quiet activities can be used for lining up and returning to class.

The quiet activities presented are just a sample of ideas which promote restricted movement. They are not intended to be a panacea for good class control and/or discipline, but to be used as part of the class period to subdue the activity level of the children for reasons of their safety and well-being. Children are recognized as active beings. Therefore, activity on a lower physical and emotional plan can be used to help them in learning to control their overt behavior whenever necessary.

CLASSROOM MANAGEMENT: WHERE DO I START? (4-8)

Anthony Williamson, L.P. Miles Elementary School, Atlanta City Schools

No amount of schooling, interning, or student teaching can adequately prepare the teacher for the realities of teaching in a classroom. Ideally, the above mentioned experiences would give the prospective teacher some indications of what to expect; but the real world of teaching can not be simulated or duplicated.

This presentation will deal with the problems, and solutions to those problems, one encounters during the first few days or weeks of school. Imagine yourself fresh out of college and in a classroom for the first time. Or, imagine yourself being at a different school from last year where you had established yourself, and your policies. What would you do? Where would you start? We hope to give you some ideas on how to manage your classroom in an effective manner with little or no hassle.

CURRICULUM IN ELEMENTARY AND MIDDLE SCHOOLS IN GEORGIA (K-8)

Margaret A. Jones and Joyce M. Buis, Georgia State University
I. David Harris, Kennesaw College

These data describe the sameness and the variety in physical education curricula found in public schools - Grade K-8 - throughout the state. The results reported here are part of a larger study in which curriculum offerings of elementary, middle, and high schools will be tabulated and compared with the activities that teacher-preparation programs in Georgia colleges and universities are training their physical education majors to teach.

S-18 CURRICULUM IN ELEMENTARY AND MIDDLE SCHOOLS IN GEORGIA...(Continued)

A survey mailed to 1700 Georgia public schools asked that respondents check which of 300 activities are taught and in which grades. The schools were invited also to add activities not already on the list. The questionnaires were returned by 634 schools. Their responses were then coded and frequency statistics for kindergarten through eighth grade derived with an SPSS computer program.

Results for the upper grades and comparisons with the activities to which teachers-to-be are exposed while in college will be presented at a later time.

SOFTBALL FOR 4th-8th GRADERS: WHY, WHAT, & HOW!

Adrian Devine, Former Atlanta Brave and Texas Ranger, Pitcher
Chapel Hill Elementary School, Dekalb County Schools

1. WHY?
   - A. Catching, throwing, striking, running and strategy skills.
   - B. Learning to obey rules and to respect authority.
   - C. Learning how to win and lose with the proper attitude.
   - D. Participation as a team member.
   - E. Students will most likely be exposed to softball many times.

2. WHAT? Fundamental! At all grade levels, fundamental should be stressed. The basics of the individual skills are relevant to all levels of play. Fundamentals to study: Catching, throwing, hitting, baserunning, rules, and strategy.

3. HOW?
   - A. Catching: Yarn balls to leather balls. (Tennis balls too!)
     1. Using the hands instead of a glove.
     2. Ready position
        a. weight forward and back straight
        b. buttocks and glove low
     3. Eyes on the ball***
     4. Get in front of ball when possible (backhand, above waist, etc...)
     5. Bring ball in to body to absorb shock
     6. Come up ready to throw
   - B. Throwing: (3/4 Overhand)
     1. Grip - 3 fingers for most people (not too tight!)
     2. Arm back; away from body (imagine a long throw)
     3. Hip rotation
     4. All motion toward intended target. (Don't waste energy!)
     5. Lead with the elbow
     6. Snap wrist
     7. Follow through - always
     8. Don't throw too hard too often if you're too young!
   - C. Hitting: (The "fun" part)
     1. Bat selection (rather too light than too heavy)
     2. Grip (relaxed until swinging)

3. Stance (Keep the back elbow down! Relax!
4. Stride (don't over do it)
5. Swing (Keep the eyes on the ball as long as possible)
   a. "Top hand over"
   b. arms extended (a longer lever) Place "T" well in front.
   c. "Chin to chin"
6. Follow through (Don't put on the brakes early!)

D. Baserunning:
1. Take off on back foot (furthest from target)
2. Home to 1st - hit outside of bag, quick glance over right shoulder.
3. Clean base hit - rounding first with either foot on inside bag.
4. 1st-3rd: pick up 3rd base coach early.
5. Tagging up
6. Forcing mistakes by being aggressive

CAMP XAVIER: HOW TO UTILIZE YOUR LOCAL UNIVERSITY HPER DEPARTMENT & TAKE ELEMENTARY KIDS ON A CAMPING TRIP (K-8)

Mary M. Zignego & Sr. Jean Marie Craig, Chair, HPER Department, Xavier University

Camp Xavier is a camping experience for elementary students for a weekend at Camp Singing Waters outside of Baton Rouge, Lousiana. Xavier students from "Camp Management" class were in complete charge of all activities for these youth.

Talk and Slide Presentation:

-Camp Xavier and relation to Xavier University
-Administrative work involved
-Purpose of Camp Xavier
-Public Relations Work: (2 page letter to parents of students, flyer, tentative schedule for camp, response form (1/2 page), letter to parents, application form, health and liability releases, getting to know your child, and Camp Xavier Certificate)
-Special Events/Ceremonies (Briefly describe the activities offerred at Camp Xavier such as: (Horseback riding, cooperative meal, cabin group devotions, fishing, making new friends, campfire, hayride, canoeing and sports activities)
-Budget: Discuss briefly: (facility rental, meals, horses, transportation, snacks, insurance, cookout, mailings and arts & crafts)
-Motivating forces for the kids: (Rewarding experience, Tee-shirt (donated by Bush), (Camp Xavier Certificates) and Special Closing Ceremony)

Conclusion:

-Question & answering Period
-Pass out brochure for further information in regards to Camp Xavier

S-20

GAMES & ACTIVITIES TO MAINTAIN PHYSICAL FITNESS FOR CHILDREN IN GRADES 4-6

Peggy Dumas, Oral Roberts University, Tulsa

OBJECTIVES:

The participant will recall the critical components of an exercise prescription.

By participating, the participant will learn rules and procedures to play selected games and activities that can maintain physical fitness.

CARDIORESPIRATORY FITNESS:	MUSCLE FITNESS:	COMBINATION--CR/MUSCLE FITNESS:
Geronimo	One Behind	
Fastest is the Lastest	Exerball	Count Down
Greedy Tag		Line Exercises
Paper Islands		Baloney
Team Touch		
Run, Baby, Run		
Aerobic Baseball		

SAMPLE OF GAMES/ACTIVITIES

A complete handout of the games/activities covered in this meeting will be given to participants at the meeting.

Cardiorespiratory Fitness:

"Geronimo"

Divide the class into ability groups, eight in a group. Leader starts the laps and after he/she has run awhile yells, "Geronimo." The last person in the group speeds up, passes all persons and become the new leader. This continues for a designated amount of time.

"The Fastest is the Lastest"

After the teacher has timed the students several times and the students have progressed to be able to cover a 1-mile distance, the teacher shall have the slowest persons begin the run, followed by the next fastest children, followed then by the faster children and last by the fastest children. The child(ren) to cross the finish line first is/are the winners. (Equalizes children according to their abilities)

"Greedy Tag"

Object: Be the person with the most paper at the end. Provide all participants with two pieces of paper. They must crush the paper into balls. Have the participants run around the gym holding their two pieces of paper. On signal, they must try to hit someone else with one of their pieces of paper. The person hit must give them all his paper. If the person with 4 pieces of paper gets hit, he must give up all his paper balls. Once hit, participants are not

out of the game. They continue to run and if they see a piece of paper on the floor, they pick it up and get back into the game. The person with the most paper at the end gets to run around the gym while everyone else picks up paper and puts it in a box for future use.

Muscle Fitness:

"One Behind"

Object: Students are to perform the exercise just previously performed by the teacher. Therefore, the students are always "one behind" the teacher.

Students are in squad formation or scattered so everyone can see the teacher. The teacher begins the exercise session. When the teacher changes to the second exercise, the students begin performing the first exercise and so forth.

Combination CR/Muscle Fitness:

"Baloney"

Object: While moving in the gym do not be holding the ball when "Baloney" is called.

Have the participants jog slowly throughout the gym area. Distribute 5-7 balls among the group. Participants must pass the ball back and forth among the group members. (Cannot pass back to same person) When the instructor calls "Baloney", the persons holding the balls or the last ones to touch the balls must jog around the gym twice. Everyone else running performs a selected exercise. Everyone joins up again and a new round of the game is begun.

PERCEPTUAL-MOTOR ACTIVITIES FOR CHILDREN (K-6)

Jim L. Stillwell, Pittsburg State University, Kansas

This presentation will include a variety of activities to develop selected perceptual-motor skills, including body awareness, spatial awareness, laterality, directionality, and balance. Equipment used will include carpet squares, balloons, bean bags, cardboard discs, pouches, and balance puzzles. (See pages S-61 through S-64)

CLASS MANAGEMENT AND OTHER DISCIPLINE TIPS

Dianna Bandhauer, Lecanto Primary School, Florida

It is very unlikely that any physical education teacher can make it through a day without the need to discipline one or more students. Getting organized and establishing a routine will help keep disciplining to a minimum. This presentation will discuss daily routines established to place the responsibility of discipline on the student. A variety of discipline situations will be discussed.

Presentation Outline

1. Miami Vice
   (Why Discipline)
   a. Importance of discipline
   b. Learning environment

2. Who's the Boss
   (Planning for Discipline)
   a. Setting goals
   b. Class rules
   c. Routines

3. CBS Evening News
   (Fact, Opinion, Experience, Common Sense)
   a. Handling specific problems
   b. Group discipline
   c. What's important

4. People's Court
   (When it's your fault, when it's the students' fault)
   a. Being consistent
   b. Asking questions

5. Let's Make a Deal
   (Where to go for help)
   a. Talking to parents
   b. Talking to students

RESPONDING TO TROUBLED CHILDREN

C. Jessie Jones, University of New Orleans, Louisiana

The shift in the nation's entire social structure is forcing educators to confront new health issues concerning children and youth. The casualties from growing up in a rapidly changing and troubled environment are being witnessed on a seemingly increasing basis. These problems are costly and devastating in terms of human lives and dollars. Over one million students run away from home each year, many becoming victims of prostitution and child exploitation. Sexual activity among girls has more than tripled over the last two decades. Four out of 10 become pregnant before they leave their teens, this translates into approximately one million teenagers becoming pregnant each year. Crime and violence by children and adolescents are on the increase. There were 55,000 arrest of children under 10 in 1980, and 7 times worse by the age of 14. Considering depression and apathy are prevalent feelings among school age children, it is no surprise that adolescent suicide is now the second leading cause of death for this age group. Conservative estimates of suicide attempts are 20,000 per month, with 5,000 successful attempts each year. Other desperate methods of escape from problem by children and youth are reflected in the multiplying rate

of substance abuse. Substance abuse is now reported to be the leading cause of death among teenagers and contributes to more than 10,000 deaths each year. In other words, the consequences of children suffering from rejection, loneliness, anger and sadness affects all of us.

When a child's life is confused, insecure, and/or lacking structure, of the school may become the "surrogate everything." Unfortunately, due to the taxing supply and demand in regards to counselors, counselors themselves have little time to help students with their personal and social problems. Furthermore, mental health resources in the community are either inadequate for children or overburdened. Thus, if educators do not help provide support and reassurance, these children may have difficulty finding assistance elsewhere. The reality is that fewer children today are able to go home to a stable family for protection and guidance.

Although the physical education profession has continued to recognize the need to achieve some balance between helping students with problems and teaching the subject matter (skills, fitness, strategies, etc.), little formal education is given to teachers on how to help identify and respond to children having personal and social problems. The purpose of this presentation is twofold (1) to sensitize physical educators to the need for them to take an active role in interdisciplinary teams working to detect, prevent and help troubled children and (2) to present practical strategies to promote the emotional health of children through the physical education environment.

Physical educators have a unique opportunity to gain insight about the personal and social adaptations of students; through direct interaction and observation of their participation in physical activities involving cooperation and competition. There is an increasing number of students who are in need of emotional guidance and reassurance. Thus, it is essential to sensitize oneself to what is bothering students in order for the students to be helped. The first portion of the presentation will graphically depict the potential causes, consequences and identification factors of child stress.

CAUSES OF STRESS: The potential causes of stress for children and youth can be broken down into the following areas; (1) larger society, (2) shifting family patterns, (3) family traumas, (4) school setting, (5) stressors associated with growth and development, (6) lifestyle stressors, (7) problems of parents and teachers and (8) personality factors.

CONSEQUENCES OF STRESS: The consequences of stress can be devastating. They can be subcategorized as follows; (1) physiological problems, (2) cognitive problems, (3) emotional problems and (4) behavioral problems.

INDICATORS OF STRESS: Literature has described various methods to identify children and youth under stress; (1) habit disorder, (2) conduct disorder (3) neurotic traits, (4) psychoneurotic reaction, (5) behavior extremes, (6) overly adaptive behaviors, (7) lags in emotional and intellectual development and (8) physical injuries.

ROLE OF THE TEACHER: The second section of this presentation will be a discussion of the role of the teacher in promoting the emotional health of children and youth. The following lists 25 practical ways teacher can help students.

1. develop knowledge and senstivities about major transitions and potential stressors children and youth face;
2. provide an atmosphere of open communication and understanding;
3. serve on an interdisciplinary team;
4. help students gain a sense of mastery;
5. provide opportunities for child to excel;
6. encourage parents to be supportive;
7. build rapport between self and students;
8. understand confidential issues;
9. inform and work with parents concerning student's problems;
10. have a structured environment;
11. develop stimulating and varied teaching lessons and methods;
12. give positive feedback on any success;
13. provide realistic academic goals;
14. have class rules clearly stated and posted;
15. have clearly stated (fair) disciplinary policies;
16. provide a balance between support and confrontation;
17. develop interpersonal communication skills;
18. develop identification, responding and reporting skills;
19. show students you are a "real" person;
20. provide comfort, support, caring, and understanding of children facing stressful situations;
21. never try to help beyond level of expertise;
22. develop self awareness; i.e. take care of own problems;
23. be a good role model;
24. be emotionally involved with students; and
25. maintain enthusiasm.

RESPONDING TO STUDENTS: The final section of this presentation will provide "role playing" time for participants to practice responding to students who ask for help with various problems; i.e, abuse, pregnancy, hygiene issues, death in family, suicide.

SUMMARY:

TRY TO LISTEN TO YOUR STUDENTS' UNSPOKEN WORDS WITH YOUR HEART...
TRY TO SENSITIZE YOURSELF TO THEIR NEEDS...
TRY TO FEEL WHAT THEY ARE STRUGGLING TO SAY...
TRY TO REACH OUT WITH APPROVING EYES, A KIND GESTURE, OR WORD...

YOUR TRYING WILL MAKE A DIFFERENCE IN THEIR LIVES...

EVERY CHILD A WINNER - EXCELLENCE IN PHYSICAL EDUCATION

Martha Owens and Susan Rockett, Every Child A Winner, Ocilla

The Every Child A Winner program is a member of the National Diffusion Network of Innovative Programs, United States Department of Education. The National Diffusion Network requires each program to meet rigid evaluation standards of

excellence. The Every Child A Winner program model originally certified in 1974 by the Joint Dissemination Review Panel, United States Department of Education was recertified in 1984. The program improves fitness, motor skill, self-concept and academics. It has been widely adopted in the United States and Canada because of documented success in adopter schools. Using a practical, proven, step by step plan of installation at school sites, field tested lesson plans and audio visuals, teacher guides and positive teacher training techniques, the program has been a model for excellence in over one-thousand schools.

Physical educators, classroom teachers, administrators and parents report positive student results in discipline and vocabulary, as well as improved motor skill and fitness. Five Every Child A Winner teachers in adopter schools have received state awards for excellence in Florida, Alabama and Kentucky.

Excellence in creativity, thinking skills, team work and cooperation as well as competition is presented developmentally to young children in this program. An overview of the total program will be given at each session with opportunity to review the "user friendly", lesson plans developed for use by teachers as well as the training slide programs available for use in teacher inservice, staff development and preservice education. Training options for installing the program will be presented and funding sources and contact persons identified for successful installation of the program.

PROJECT EVERY CHILD A WINNER With Movement Education

An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

target audience Approved by JDRP for students grades K-6.

description The program design provides developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child A Winner," finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Every Child A Winner -- Lesson Plans includes 31 behaviorally stated objectives, with lesson plans written to enable teachers to meet these objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enhance the child's self-concept, to improve academic skills, and to improve physical fitness and motor skills.

Phase I Training (three days) includes an accountability model for program implementation, teaching techniques for Every Child A Winner movement lessons, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining students' movement skills and assistance in implementation in the upper grades.

The program should be implemented first in K-3, with a plan for expanding to K-6.

S-26 EVERY CHILD A WINNER...(Continued)

evidence of effectiveness Evaluation was conducted on students grades 1-6 over a three-year period. Pre- and posttesting on a random sample included the Washington State Fitness Test, AAHPER Fitness Test, Minnesota Motor Skills Test, California Inventory of Personality, and the SRA Math and Reading Test. The data showed improvement in all areas, physical fitness and motor skill levels being elevated significantly ($p \leq .05$).

implementation requirements Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Five-day training is essential, with a plan for additional inservice at the adopter site. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Schedule of 30 minutes per day, five days per week. Equipment for each child beginning at kindergarten or K-3 from list supplied by project. Training materials and resource books are required. A signed agreement between the project director and adopter is required.

financial requirements Training materials: one copy per training participant, Every Child A Winner . . . A Practical Approach to Movement Education, $10 each. Resource book list and equipment list supplied by project. Costs vary depending on the number of students involved.

services available Awareness materials are available at shared cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

SELF-CONCEPT, MOVEMENT EXPERIENCES AND THE DEVELOPING CHILD

Paul Heine, Old Dominion University, Norfolk, Virginia and
Hal Wingard, Indiana University of Pennsylvania, Indiana

The importance of involving children in appropriate movement experiences has been well documented for quite some time. Several reasons are often mentioned as justification for a child's involvement in movement activities. They are:

1. Proper growth and development of the body.
2. Inactivity as a youngster appears to be associated with heart disease, obesity, and other adult problems.
3. Development of fundamental motor skills is necessary for successful participation in play activities.
4. Attitudes toward physical activity are established early in life.
5. Development of perceptual motor efficiency.

However, one of the most overlooked justifications, which in the opinion of the presenters should hear this list, is the positive influence movement experiences can have on the child's self-concept. As the area of self-concept belongs to the affective domain, it is highly recommended that increased emphasis be placed upon this learning domain by individuals responsible for involving

children in physical activities. A child limited in his ability to interact appropriately with the environment will generally meet with failures, frustrations, and peer pressure. Continuation of such situation will most likely lead to the development of a negative self-concept. The tendency, quite often, is for the child to shy away from movement activities which in turn will limit his physical development. A child with a positive self-concept feels good about himself and generally is more confident in whatever he attempts.

Teachers of young children are especially important in shaping a child's basic attitude toward himself. As movement is a central focus in the lives of children, a quality movement based program can plan a significant role in the development of positive self-concepts in children. The ability to move adequately and with confidence enhances a child's concept, where as, the awkward, uncoordinated, or physically weak child is apt to be ridiculed, left-out and as a result develop a negative self-concept.

The presentation will focus on four areas:

1. Current literature concerned with self-concept, motor development and movement experiences.
2. Characteristics of children with poor self-concepts.
3. The teacher's role in developing positive self-concepts in children.
4. Techniques, guidelines and suggested activities related to the development of positive self-concepts.

Although research based, practical application of the material will serve as the major thrust of the presentation.

COMPARISON OF PROFESSIONAL CONCERNS OF BEGINNING AND EXPERIENCED TEACHERS (K-8)

Andrea Brown, Washington State University, Pullman

PROBLEM

As teachers begin their careers, and develop as professionals, they experience a number of problems and concerns. What are these concerns? Do these concerns change very quickly? Do beginning, and experienced teachers have the same concerns? Do male, and famale teachers have the same concerns? Do graduate from different universities face identical concerns?

Historically, most research and data regarding teachers in public schools have related to their behaviors and not their concerns. Much of the information on teacher concerns is subjective. The majority of the limited data regarding teacher concerns has been collected from practice teachers and student interns.

S-28 COMPARISON OF PROFESSIONAL CONCERNS...(Continued)

RESEARCH METHOD

A self report instrument was selected which both identified and rated the levels of concerns of teachers. Research concerning this instrument indicated that it was contacted, (N=178). Teachers identified and rated their concerns.

The dependent variable was the self report instrument. Independent variables included length of experience of the teacher, sex of the teacher, grade level taught, and university recommending certification of the teacher.

During late Spring of 1984 the data was collected and treated with both a parametric, and a nonparametric results were drawn in graph form.

PRESENTATION

This presentation will include the following:

1. a brief overview of the literature which identifies teacher concerns,

2. a brief overview of the validity, and reliability of the instrument used in the research,

3. a full report of the findings of the research with respect to elementary school teachers, and

4. a brief description of one inservice program which speaks to the significant issues of the research.

TEACHER CONCERNS QUESTIONNAIRE (TCQ)

DIRECTIONS: This checklist is designed to explore what teachers are concerned about at different points in their careers. There are, of course, no right or wrong answers; each person has his or her own concerns.

We consider you to be "concerned about a thing" if you think about it frequently and would like to do something about it personally. You are not concerned about a thing simply because you believe it is important. If it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about problems, but you may also be concerned about opportunities which could be realized. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. In short, you are concerned about it if you often think about it and would like to do something about it.

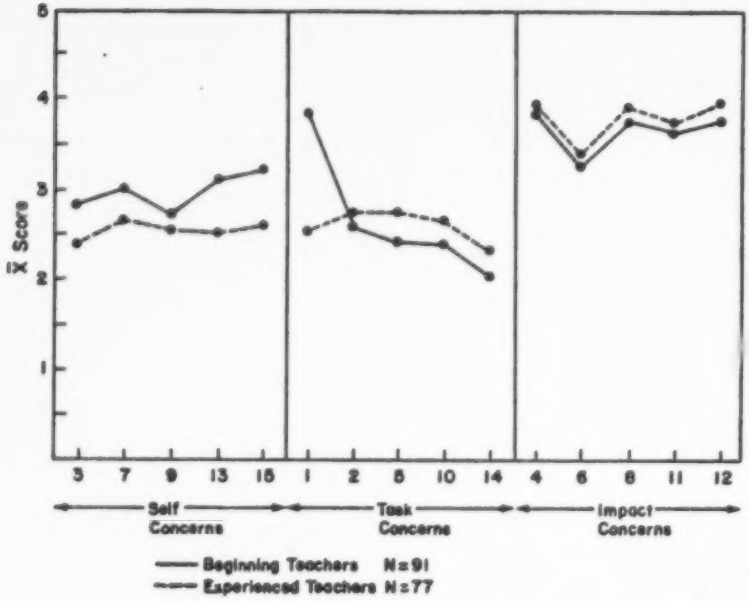
Read each statement, then ask yourself: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS? (Mark the number corresponding to your level of concern on the answer sheet.)

1. = Not concerned
2. = A little concerned
3. = Moderately concerned
4. = Very concerned
5. = Extremely concerned

1. Lack of instructional materials.....1 2 3 4 5
2. Feeling under pressure too much of the time....1 2 3 4 5
3. Doing well when a supervisor is present.....1 2 3 4 5
4. Meeting the needs of different kinds of students.....1 2 3 4 5
5. Too many non-instructional duties.....1 2 3 4 5
6. Diagnosing student learning problems.....1 2 3 4 5
7. Feeling more adequate as a teacher.....1 2 3 4 5
8. Challenging unmotivated students.....1 2 3 4 5
9. Being accepted and respected by professional persons.....1 2 3 4 5
10. Working with too many students each day.....1 2 3 4 5
11. Guiding students toward intellectual and emotional growth.....1 2 3 4 5
12. Whether each student is getting what he needs..1 2 3 4 5
13. Getting a favorable evaluation of my teaching..1 2 3 4 5
14. The routine and inflexibility of the teaching situation.....1 2 3 4 5
15. Maintaining the appropriate degree of control..1 2 3 4 5

Figure 8

Perceived Concerns of Beginning and Experienced Teachers as Measured by the Teacher Concerns Questionnaire



Reliability Coefficients: Similarity of Patterns of Concerns

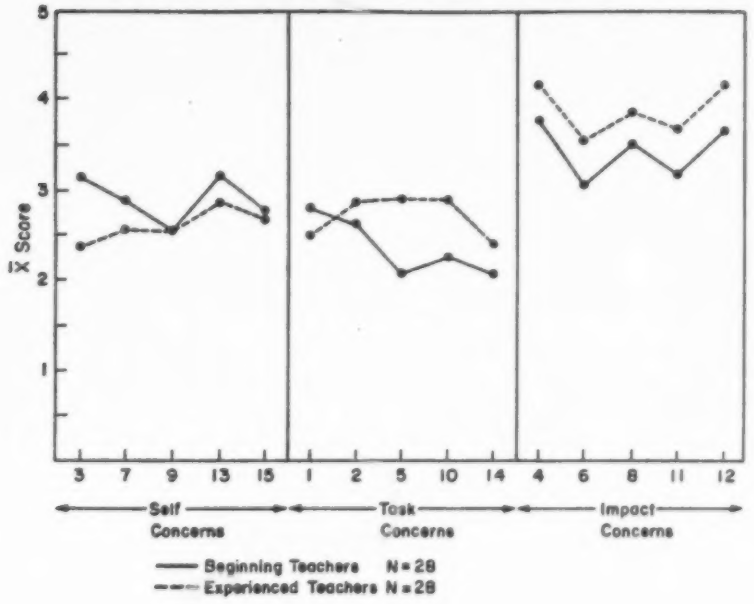
Self Concerns	Task Concerns	Impact Concerns
E1=0	r=0.7	r=1.0

Patterns which Support the Theory of Teacher Concerns

Self Concerns	----	Impact Concerns
YES		YES

Figure 17

Perceived Concerns of Beginning and Experienced Elementary School Teachers as Measured by the Teacher Concerns Questionnaire



Reliability Coefficients: Similarity of Patterns of Concerns

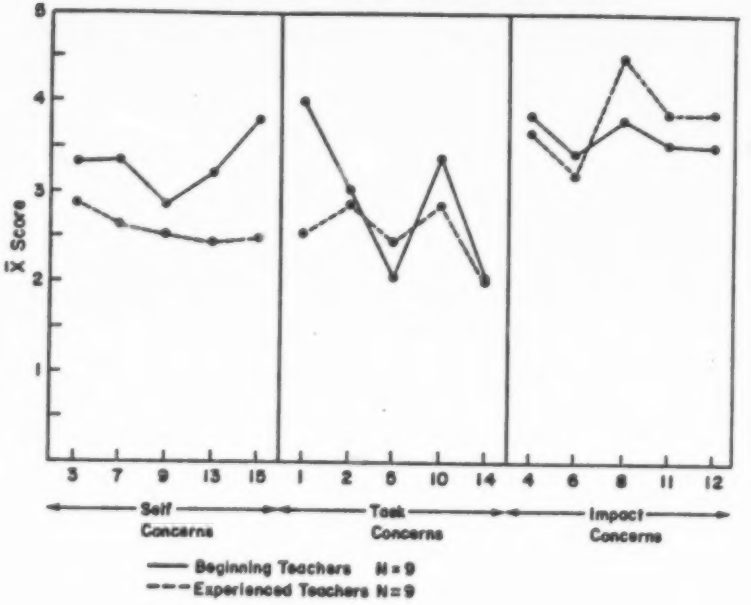
Self Concerns	Task Concerns	Impact Concerns
r=0.7	r=1.0	r=1.0

Patterns which Support the Theory of Teacher Concerns

Self Concerns	----	Impact Concerns
YES		YES

Figure 18

Perceived Concerns of Beginning and Experienced Junior High School Teachers as Measured by the Teacher Concerns Questionnaire



Reliability Coefficients: Similarity of Patterns of Concerns

Self Concerns	Task Concerns	Impact Concerns
r=0.8	r=0.8	r=1.0

Patterns which Support the Theory of Teacher Concerns

Self Concerns	----	Impact Concerns
YES		YES

Figures 24-26

Significant Main Effects of Perceived Concerns of Experienced Teachers as Measured by the Teacher Concerns Questionnaire (TCQ) and Analysed by a General Linear Model

Figure 24
Self Concerns of Experienced Teachers According to the Number of Times They were Supervised

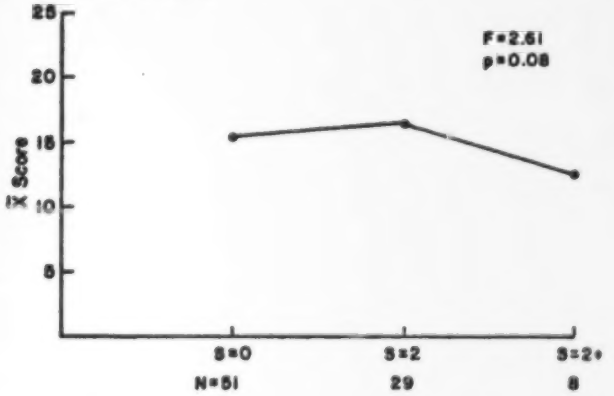


Figure 25
Self Concerns of Experienced Teachers According to the University Recommending their Certification

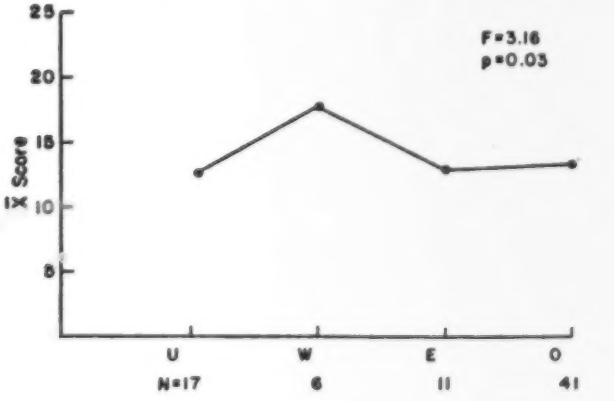


Figure 28
Interaction of SEX/GL at Phase III of the TCQ (Impact)

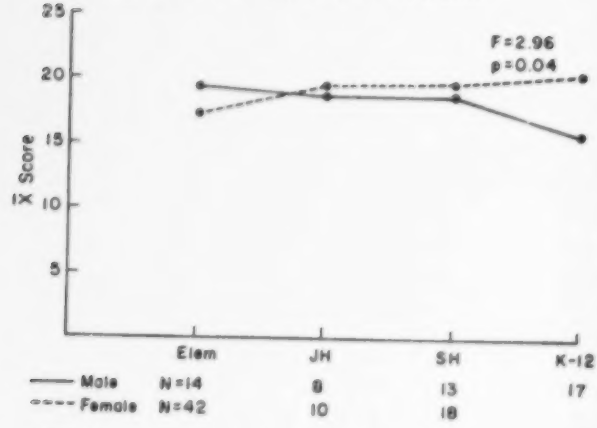
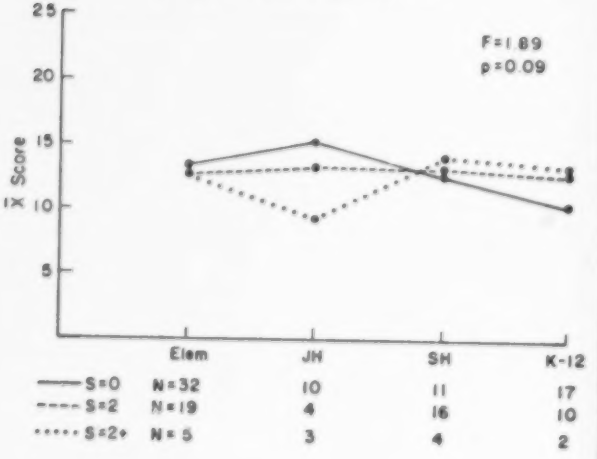


Figure 29
Interaction of S/GL at Phase II of the TCQ (Task)



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AN INTRAMURAL CLOGGING PROGRAM THAT WORKS!

Carol H. Brown, Conyers Middle School, Rockdale County Schools

It seems that all of Conyers, GA., has clogging fever. One cause for this spreading "illness" is the Intramural Clogging program at Conyers Middle School. Each year we involve about 150 students grades 6-8 in our program of beginning and intermediate clogging. We also have a performing team of students who are selected from our classes and represent the school in public performances.

Any school with an Intramural or After-School sports program can offer clogging as a variable alternative to the various ballgames in which kids participate. If a faculty member is a clogger, that person can be called on to teach. In our program, we began with one teacher/clogger--myself! Today we have three classroom teachers who also teach clogging, plus several teachers and staff members who are non-teaching cloggers.

Our program is designed in such a way that the kids sign up for beginning or intermediate clogging at the beginning of the school year. Our beginning classes are for strict beginners. The intermediate classes are for those who took clogging the previous year and passed the skills test, or who took clogging outside of our school setting. Beginners meet weekly for forty-five minutes after school and learn basic steps and three simple routines that utilize these steps. At the semester's end, we have a skills test designed by ourselves with the aid of the P.E. Department. Those who demonstrate sufficient skill in basics go on to Intermediate level instruction. Those who need more time are "Advanced Beginners." Our intermediate classes learn more complicated step patterns and much more involved routines.

Usually in February, our P.T.A. asks us to provide the program, and this serves as a "recital" for our cloggers. It has packed the auditorium for the six years we have had clogging.

Once a year we hold "Clogging Night at CMS" as a fun evening for our community. We have had such guest groups as Big John's Little Footstompers, The Woodridge Clogging Organization, Georgia Blossoms, Southern Best, and the Kingston Railroad Cloggers. This is our big fund-raising event of the year. It has gotten so popular in our area that we have had standing room only in our 355 seat auditorium each year. From these proceeds, we fund equipment and supplies.

Salaries for our Intramural teachers are paid from a fund disbursed through our Board of Education Office. When our program began no funds were budgeted and money for stipends was acquired through fund-raisers such as after-school ice cream sales, etc.

The CMS Clogging Program has received national attention through an article in the National Clogging Leaders Organization news letter published March/April 1985.

Ask any school age person in Conyers where they learned to clog, and most likely they will tell you--at Conyers Middle School! We are really proud of our present cloggers and of our alumni, many of who have gone on to appear with some fine teams.

CLOGGING INFORMATION

Clogging is for both boys and girls who are in grades 6,7 and 8 at CMS. Students are eligible provided their work and conduct remain satisfactory. If a clogger is sent to alternative school it constitute automatic dismissal, regardless of the reason.

Beginning clogging will be for absolute beginners. We will learn basic steps and one or two simple routines. The recital for this class will be the February PTA meeting. A skills test will be given at that point, and those passing will be allowed to register for Intermediate class which will run until May.

Intermediate cloggings will be for those who have completed at least one formal course of clogging here or elsewhere. Emphasis will be on learning of more difficult steps and routines.

Advanced Workshop will be only for those who have been clogging for at least two years, are members of performing teams outside school, and who want to learn new routines in a workshop type atmosphere.

Please read the following carefully before you sign up:

1. Are special shoes required? NO. Tap shoes, clogging shoes, or just hard-soled shoes (such as continentals) will do for beginners. No high heels, please. Intermediate need to have at least a pair of tap shoes. Advanced need clogging shoes.

2. Are special clogging clothes required? NO. However, a clogging T-shirt will be sold and each clogger is expected to purchase one before taking part in the recital for PTA.

3. Who will be teaching? Our instructors are Mrs. Carol Buhler, Mrs. Kim Dylong, and Mrs. Carol Brown, Director.

4. Clogging classes will meet one day a week. Beginners should chose either Wednesday 3:30 to 4:15 or Friday 3:30 to 4:15 p.m. No swapping of days once classes are set. Intermediate will be taught on Wednesday 4:15 to 5:00 p.m. Advanced Workshop will be taught on Thursday from 3:30 to 4:15 p.m.

5. RIDES HOME: For your child to clog, you must sign the agreement that you or your designated person will be ON TIME to pick up your child after each lesson, as we will not provide taxi service or stay late. We will release promptly and we expect your total cooperation. Any clogger left past 5:15 will be dropped from clogging. Parents or a ride must be waiting at the end of the lesson.

6. Occasionally due to illness or unexpected school situations, the class may be cancelled during the school day. In this event please have an understanding with your child as to what person he/she should call for a ride, or instruct the child to ride the bus home as usual.

7. Cloggers are expected to maintain the highest standard of behavior. They are to stay in their last class until called for. DO NOT leave when first lead is called. They are to come directly to the theater and be seated.

CLOGGING INFORMATION

8. FOOD, DRINKS, and GUM are not allowed in the theater.

9. Intermediates who must wait until second hour for their class must bring their books and do homework, read or otherwise remain occupied while seated in the rear of the theater. No running about the building or leaving the campus is permitted.

10. Please complete the sign-up form, and return it to your homeroom teacher who will place it in Mrs. Carol Brown's box in the office. The forms must be SIGNED by a parent or guardian. They must be in Mrs. Brown's box on or before this Friday, September 27, 1985. Classes begin Wednesday, October 2nd.

If you have questions please contact Mrs. Brown by letter. I will be in touch. We regret that we do not have enough time to talk to each of you on the phone.

We look forward to another great year of clogging. Thank you for your help.

SOURCES OF CLOGGING INFORMATION AND HELP:

National Clogging Leaders Organization
3452 Summit Ridge Drive
Doraville, GA 30340
404-934-1691

Jacksonville Clogging Jamboree
October each year
Mrs. Susan Taylor
7958 Hasting Street
Jacksonville, FL 32220
904-783-2589

Possum Holler Clogging Workshop
March 28-30, 1968 Fontana Village, N.C.
Contact: Joann Gibbs
3452 Summitt Ridge Drive
Doraville, GA 30340

Carol H. Brown
Intramural Director
Conyers Middle School
335 Sigman Road
Conyers, Georgia 30207
404-483-3371

marking- √=ok +=very good -=not at all

BEGINNING CLOGGING EXAM SHEET

NUMBER	NAME	PASS/FAIL	#1s	#3s	Get-it Get-it	Br. Hop	2 foot shuffle	Disco Duck	Arms Moses	Cotton-Eyed Joe	

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PROFESSIONAL PREPARATION IN GAMES TEACHING: KNOWLEDGE OF PRESERVICE ELEMENTARY SCHOOL TEACHERS, TEACHER EDUCATION PRACTICES, AND FUTURE DIRECTIONS

Stephen E. Kelsius, University of South Florida, Tampa

The traditional definition of a game is a contest between players who attempt to out score or out position an opponent. However, games are being redefined as a contest with or without an opponent, where an individual or a group of players act in cooperation, use skill, exhibit creativity, make critical decisions, and take advantage of chance occurrences to achieve a desired goal.

Games were originally included in physical education curricula to provide a mean of developing desirable social skills, such as sportmanship. However, problems developed when the emphasis on winning became more important than the way the game was played. Games also provide an opportunity for players to use previously learned motor skills, learn leisure time activities, test knowledge of rules and strategies, and enhance their self-concept.

This presentation addresses the alternative questions: Should games be prohibited from use in elementary school physical education? and Should games be modified before they are used in elementary programs? Next, teacher education practices and knowledge of prospective classroom elementary school teachers concerning games are analyzed and suggestions for games teaching are given.

The concept that games can be changed, is widely expressed by authors of both traditional and innovative elementary school methods books. In addition, many of these books specifically recommended that circle games, such as Duck, Duck, Goose should not be played as a total or entact class game, rather that no more than eight to fifteen children should compose a playing group (1,2,3,4,5). Furthermore, some books presented criteria or questions which should be considered when selecting and/or modifying game experiences to increase their developmental value (6,7,8,9,10,11).

In a study of 100 preservice elementary, early childhoold, and special education teacher candidates, it was found that their game knowledge, prior to a course in teaching physical education for children, was traditional and inadequate in terms of best practices for games teaching for children.

As a result of a study of teacher educators (N=45), who attended the Second National Conference on the Preparation of the Elementary Specialist, it was found that in the physical education for elementary school children courses they taught, that 78% of these educators included instruction in games of low organization, 84% included lead-up games, and 67% included original games. In terms of game modifications, these teacher educators included the following types of modifications for small group games.

Change the:

size of the equipment.....100%

way of moving..... 96%

number of participants..... 96%

size of the playing area..... 93%

PROFESSIONAL PREPARATION IN GAMES TEACHING...(Continued)

rules of the game..... 93%

number of groups playing the game..... 89%

scoring method..... 75%

speed of moving..... 71%

Thus, teacher educators teach games and present ways to modify games to change the degree of difficulty of the game and to increase the participation level.

Suggestions for games teaching and professional preparation of teachers of elementary school physical education are as follows.

1. Since teachers have a traditional view of games of low organiation, extensive preservice and inservice education is needed to change attitudes, game knowledge, and teaching methods.

2. Teacher educators, whether preservice or inservice, must model appropriate games teaching and demonstrate how to modify games, contrasting the "old" way of playing a game and the various "new" ways.

3. Textbooks and resource guides need to integrate game teaching information on game purpose and modification with the game descriptions. It is not enough to explain game modification in an early chapter then provide a description of the traditional form of a game in a later chapter and assume that the reader will make the necessary connections.

4. Game teaching must be viewed as: a) the use of a movement form to achieve a stated objective, b) the selection and modification of a game to fit instructional group's abilities and match the instructional intent, and c) an active process-where the teacher provides an explanation of how the game will be played; gives cues to improve game performances; provide praise to reinforce appropriate motor, cognitive, and social behavior; and asks post game questions to review and provide closure concerning what was learned and felt as a result of the game experience.

Games are neither inherently good or bad. Rather, it is how games are structured to achieve stated meaningful goals which requires closer attention by teacher educators and teachers of physical education for children.

References

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TEACHING TO DECISON MAKING IN ELEMENTARY PHYSICAL EDUCATION (K-8)

C. Andrea Brown, Washington State University, Pullman

Adults are faced with decisions regarding the type, and extent of their participation in a wide range of physical activities. Many adults are active and choose both wisely, and appropriately. Others, often by default, choose not to be active. What can physical educators do to increase activity making patterns in children? The premise of this statement is that the development of these patterns will enable children, when adults, to make more appropriate decisions to become active.

Mosston discusses the concept of decision making in describing various teaching styles related to physical education. He does not address a hierarchy of stages to teach children to make decisions. Hunter has identified a hierarchy of teaching to decision making. However, Hunter has not directed this work to physical education.

The presentation of this paper will include:-

1. a synthesis of the works of Mosston, and Hunter in order to

2. discuss the rational, and content of the stages of teaching to decision making related to physical education, and then

3. identify objectives at each stage, for elementary physical education students.

VARIABLES

A selection of variables which can be used in the student choice/decision making process:-

1. Where to stand in the play space.
2. How quickly to begin a given task.
3. Use of time as studnet first enters the play area.
4. Travel time between activities/stations.
5. Which other student(s) to work with.
6. Who gives the signals required in activity e.g., to stop an activity.
7. What signals is used to obtain the attention of the class, e.g. whistle, bell, music, raised hand, etc.
8. Quantity standard: -how many repetitions to complete within the given time period.
9. Quality standard: -how well the activity is performed.
10. Sequence development in Guided Practice.
11. Demonstration of an activity or skill.
12. Person who gives feedback, e.g., teacher to student, or student to student, or even student to self.
13. Recording the quality, or quantity of performance.
14. Identification of individual student strengths and/or weaknesses.
15. Arrangement of equipment, e.g., in an obstacle course.
16. Choice of equipment for guided practice.
17. Rhythm of a lesson.
18. Leading an activity.
19. Select an appropriate activity or drill from a given list.
20. Select resources for learning from a given list.
21. Design a game.
22. Design of part of a lesson.
23. Set individual goals.
24. Set goals for performance for an activity, lesson, or unit.
25. Design all or part of an individualized student program.

OBJECTIVES DESIGNED TO DEVELOP STUDENT CHOICE AND DECISION MAKING

I. Type I

Activity Characteristics

1. Required skills are already known
2. Activities are easily completed
3. Student success rate is high
4. Students practice without direct supervision

Examples of Objectives

1. When entering the play area the student will be able to begin working (or warming up) using skills and activities previously known. This work needs to be both productive in terms of time on task, and use of time till instructions begin.

2. During the guided practice, or independent practice part of a lesson, the student will be able to follow written or visual instructions of a drill/activity. This activity must be completed and results of learning recorded.

3. After practice developing sequences for warm up activities, the student will be able to develop their own movement sequence to music of their choice. Subsequently the student will be able to lead the class (or demonstrate to the class) a 3-minute sequence of high activity.

4. At the end of a unit on N, the student will be able to select one drill/activity from those presented during the unit, practice the same for N minutes, and report on learning.

II. Type II

Activity Characteristics

1. Increase students ability to work independently
2. Give needed practice in 'known' skills
3. Activity helps student increase speed or fluency of skill

Examples of Objectives

1. Towards the end of a teaching session on soccer the students will be able to control and kick a ball against the wall from a distance of 5 yards. As the student record their own performance they will increase, independently, either the distance from the wall, or the number of kicks within two minute periods.

2. During a teaching session the student will be able to select and execute a new and appropriate drill/activity from a list given by the teacher, which will enable them to improve and measure their own performance level on a given skill.

3. Towards the end of a teaching session, the student will be able to work in a group of 3-6 persons and design an obstacle course (fitness course) from ideas presented in class. This course must meet preset criteria given by the teacher.

4. Towards the end of a teaching session the student will be able to identify a skill which they need to improve, and the dimension that needs improving (distance, accuracy, speed, form, etc.). From resources given by the teacher, the student will design an appropriate practice and report on learning.

III. Type III

Activity Characteristics

1. New learning is encouraged
2. Students are given opportunities to direct their own learning
3. Students extend the complexity of movement and learning related to current assignments

i.e. higher cognitive skills of application, analysis, and evaluation;
higher psychomotor skills of adapting, and reforming;
higher affective skills of identification, expression, and clarification

Examples of Objectives

1. At the end of a teaching session the students, in groups of 3-4 persons, will be able to design a game using known skills and preset delimitations of space and equipment. This game will be demonstrated to and played by other students in the class.

2. Towards the end of a teaching session on N the students will be able to select resources from those indicated by the teacher (film strips, books, pictures, etc.) Subsequently, the student will use the resource, practice the skill, and record learning.

3. After playing a game (completing a dance) the student will be able to identify their own weaknesses. Consequently, the student will design, implement, and evaluate a short program to improve their own skill. The student must produce the results of a self pretest and post test included in the design.

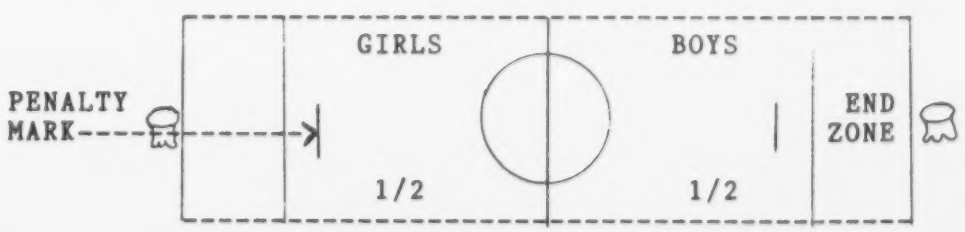
4. After experiences with Type I and Type II activities, the student will be able to set their own short term goals, write a contract for learning and report or changes/gains made.

INDOOR SPEEDBALL

Mike Lamb, Jane Phillips Elementary, Bartlesville, Oklahoma

This participation activity will involve explanation and practice of the basic skills of passing, lifting, guarding and shooting using leadup drills and activities related to the game. Participants will then have the rules of the game explained before being divided into teams to play the game. This game is an excellent coed activity for grades 5-8. It is adaptable to indoor or outdoor areas.

Grades: 5-8
Equipment: Nerf soccerball, pennies and end zone markings (tape or cones)
Play Area: Gymnasium Players 10 -?



S-42 INDOOR SPEEDBALL...(Continued)

OBJECT OF GAME: To have your offensive unit score touchdowns and bonus baskets using practice basketball, football, soccer and speedball skills.

THE GAME: The boys and girls are divied into two teams with each team having an equal number of boys and girls. Each team is then divided into an offensive and defensive unit with the boys matched on 1/2 of the court and all the girsl matched on the other half.

The game starts with a jump ball. If the ball is caught in the air, the player has 3 seconds to pass the ball to a teammate. He/she is not allowed to take any steps with the ball though a pivot foot is allowed. When the offensive unit passes the ball to one of its players standing in the end zone and it's caught, a 2 point touchdown is scored. That player is then allowed to shoot a jump or set shot at the basket above the end zone. He/she must shoot from the spot the touchdown pass was caught. Two bonus points are awarded if the basket is made.

Anytime a pass or tip touches the floor, it cannot be touched by hand. The ball must first be trapped with the foot. The first player to trap it is then awarded a free two foot lift. The ball is placed between both feet. All other players must be 5 steps away from the lifter. The lifter has 5 seconds to lift the ball by jumping the ball between the feet. If he/she catches the lift, the 3 second passing rule begins. If the lift is missed, it is a free ball for anyone to trap.

Fouls are called for contact and striking the ball while it's still in a passer's hands. A player on the offensive unit is then allowed to stand on the penalty line with the chance to throw a touchdown pass to a teammate being guarded in the end zone. All other violations turn the ball over to the other team.

Balls hitting the side walls are still in play. A ball landing outside the back of the end zone is out of bounds. If the defense knocked it out, an offensive player is allowed a free lift in the end zone where the ball crossed the end line. He/she must pass it out of the end zone before it can be thrown back in for a touchdown.

If the offense knocks the ball out, the defense get a free lift in the end zone and begins passing the ball toward midcourt to get the ball to their offensive unit. Only an offensive player may throw a touchdown pass.

Halfway through their allotted activity time, each unit changes responsibiilities but still stays on the same half of the court.

EXECUTION OF SKILL CONCEPTS:

1. Encourage short quick passes utilizing as many teammates as possible.
2. Emphasize moving to an open area to receive a pass when being closely guarded.
3. Look and locate a teammate before attempting a pass.
4. Guard, trap and block passes without making body contact.

VARIATIONS:

1. Establish a set number of passes by the offense before a touchdown is scored.
2. Divide the court in fourths so that aggressive players don't dominate.

A "GAME PLAN" FOR INTEGRATING READING INSTRUCTION IN THE PHYSICAL EDUCATION PROGRAM

Edward F. Cloutier, University of Tampa, Florida

Educators are in agreement that reading is the prerequisite self-study skill used in all curricular areas of elementary and middle school education. Therefore, the primary task of all content area teachers is to foster the transfer of reading skills to content area instruction. The use and application of reading skills in the interpretation of physical education content material must occur if we are to expect "effective" learning to take place. Research demonstrates that a relationship does exist between skill in reading and success in content area learning.

1. To help physical education teachers develop positive attitude toward the teaching of reading in physical education programs.

2. To assist physical education teachers in planning and selecting skills needed to help students comprehend physical education content materials.

3. To examine teaching strategies, methods and materials as components of effective reading skill instruction in physical education activities.

4. To discuss varied approach incorporating reading skill instruction in physical education instructional activities.

After a slide presentation introducing the concept of integrating reading instruction in elementary and middle school physical education programs, participants will be helped to identify reading skills which can help assist the elementary and middle school student acquire the knowledge, attitudes and skills associated with the goals of physical education instruction. Lessons and instructional activities incorporating reading instruction in physical education programs will be presented.

Winning coaches know the need for a well-organized game plan to achieve the goal of a team victory.

Winning physical education teachers can also utilize a game plan to help students achieve the goal of reading success. Reading is the integral academic skill needed for success in any elementary/middle school curricular program.

Physical education teachers utilizing reading materials in activity programs can use the following game plan organizational approach for successful integration of reading into their activity classes.

Consider these questions when using reading materials:

1. Did you discuss HOW to read the article effectively?

2. Did you identify any special skills and processes needed for successfully reading the article? Purpose for reading?

3. Have you located, listed and prepared definitions of special vocabulary from the article.?

4. How did you present the special vocabulary/concepts in the article in the CONTEXT of the lesson plan?

A GAME PLAN FOR INTEGRATING READING INSTRUCTIONS...(Continued)

5. Have you differentiated the reading assignments related to the ability of Group I and Group II?

6. Did you provide a guide or outline to aid in study/discussion/evaluation associated with the article?

7. Have you utilized other communication skills in aiding learning from this article? Writing - Speaking - Listening - Thinking.

8. Where the students encouraged to further "read-on" about the topic of the article.

The following lesson plan by Sochor may be copied for your own classroom/gymnasium use.

THE TEACHING OF READING IN CONTENT AREAS: LESSON PLANNING
Teacher Self-Evaluation Checklist

I. Preparation for Reading the Story or Selection

A. Do I develop a meaningful background for the material?
B. Do I present new vocabulary in a meaningful context?
C. Do I motivate the pupils to think about the questions?
D. Do I provide for individual differences?

II. Interpretation of the Selection

A. How do I give guidance in reading the selection, assignment or story?

1. Do I make use of the charts, graphs, maps, pictures and other visual aids?
2. Do I ask thought provoking questions to guide the reading?
3. Do I remind the pupils to read silently before asking them to discuss or read aloud?

B. What steps do I take to provide for individual differences?

1. Do I group pupils for reading instruction and provide varied interesting materials?
2. Do I adjust the length of the reading unit to the individual?
3. Do I help slow learners with guiding questions adapted to their abilities and understanding?
4. Do I make notes of individual problems?
5. Do I plan time for individualized reading?

C. Do I plan for discussion to help students interpret and apply what they have read?

1. Do I lead the pupils to think and discuss what they have read in terms of their own understanding and the views presented by the author?

2. Am I developing the skills of critical reading?
3. Do I indicate ways of utilizing what has been read to the solution of problems in other areas?

III. Extending Skills and Abilities

A. Am I developing functional reading and study skills?
B. Am I building technical vocabulary?
C. Do I provide for individual differences and plan for individualized instructions?
D. Am I providing adequate instruction before asking pupils to do independent exercises and informal or workbook tests?
E. Am I assisting individuals in the evaluation of these exercises as a means of locating and recording each pupil's progress and needes?

IV. Extending Interests

A. Do I read selected stories and poems aloud to the pupils as part of the activity in promoting personal growth through reading and literature?
B. Do the pupils dramatize events, organize bulletin boards, use visual aids related to the story or unit, or other creative endeavors as a means of showing interpretation of what they have read?
C. Do I encourage independent reading?

VOLLEYBALL FOR LUNCH--PICK-UP GAME

A pick up game of volleyball to give participants a chance to burn off calories rather than add them.

50 DEVELOPMENTAL EXERCISES FOR YOUNG CHILDREN (K-6)
Jim L. Stillwell, Pittsburg State University, Kansas

SEE FRIDAY PROCEEDINGS.

TEACHING SNOW SKIING AT SCHOOL WITHOUT SNOW (5-8)
John Baxter, President, Colorado Country, Atlanta

SEE FRIDAY PROCEEDINGS.

SITTERCISE: AEROBIC ACTIVITIES FOR THE CLASSROOM (K-8)
Billy E. Gober, Health and Physical Education Coordinator, Dekalb County Schools

SEE FRIDAY PROCEEDINGS.

S-46

COUNTRY/WESTERN DANCE (4-8)

Birdie E. Bell, North Georgia College. Dahlonega

"THE CHESTERFIELD"

A Western Line Dance compiled and presented by Birdie Bell, North Georgia College, Dahlonega, Georgia.

Music: (slow tempo) "All My Life, All My Love," Eddie Rabbit.
7-69936-B, Electra Records.
(moderate tempo) "Down on the Corner," Jerry Reed.
PB-13422, RCA.

Formation: Line, no partners

counts

A. L Touch Series
1. Stand on R, Touch L toe:

1 2 3 4
4 Touch Diagonally Forward, Back, Forward, Touch beside R.

B. Walk Forward and Back with:

1 2 3 4
4 1. Step forward L, Step R(beside L), Step back L, Touch R(back),

5 6 7 8
4 Touch R(side), Step Forward R, Step Forward L, About Face

1 2 3 4
4 Step Forward L, About Face, Step Forward L, Touch R beside L

C. Grapevine R and back L
1. Begin R and move toward the R with:

1 2 3 4
4 Step, Cross(behind), Step, Swing L

2. Begin L and move L with:

1 2 3 4
4 Step, Cross(behind), Step, Swing R

D. Touch R Series
1. Stand L and Touch R with:

1 2 3 4
4 Touch back R, Touch Forward R, Touch back R, Step beside L (shift weight)

E. Start over with A

"SWEETHEART SCHOTTISCHE"

A Western Couple Dance compiled and presented by Birdie Bell, North Georgia College, Dahlonega, Georgia.

Music: "Pickin' Up Strangers," Johnny Lee. E-45127-B, Asylum Records.

Formation: Double circle facing counterclockwise, gents on the inside, in varsouvienne position.

counts

A. Move Back Diagonally L
   1. Both dancers move backward diagonally L, beginning L with:

	1	2	3	4
4	Step L,	Step R,	Step L,	Hop L

B. Lady Turns Under
   1. Gent dances in place and lifts arms(Hands still joined) as lady turns in front of him and to inside with:

	1	2	3	4
4	Step R,	Step L,	Step R,	Hop R

   2. Lady turns in opposite direction to finish on the outside with:

	1	2	3	4
4	Step L,	Step R,	Step L,	Hop L

   3. Gent continues to dance in place as lady turns all the way around under her right arm with:

	1	2	3	4
4	Step R,	Step L,	Step R,	Hop R

C. Step-Hops
   1. Couple moves forward in line of direction beginning L with:

	1	2	3	4
4	Step -	Hop L,	Step -	Hop R,
4	Step -	Hop L,	Step -	Hop R

D. Start over with A.

"SLAP LEATHER"

Complied and presented by Birdie Bell, Mike and Diana Hyams, North Georgia College, Dahlonega, Georgia.

Music: Any music with a suitable beat. Some suggestions are: "You Know Me", Johnny Lee. 7-69945-B. 1982, Elecktra/Asylum Records. "Cherokee Fiddle", Johnny Lee and Friends. "Heartbroke", Ricky Scaggs. 34-03212, 1982. Epic Records, CBS, Inc.

Formation: Line, no partners.

Style: Loose kneed with thumbs in belt loops or hands in either front or back pockets.

counts A. Grapevine R and back L.

4 1. Begin R and move R with:

(1) (2) (3) (4)
Step, Cross (behind), Step, Hop R/Swing L.

4 2. Begin L and move L with:

(1) (2) (3) (4)
Step, Cross, Step, Hop L/Swing R.

B. Go Back, Come Forward.

4 1. Begin R and move backwards with:

(1) (2) (3) (4)
Step, Step, Step, Lift L knee.

4 2. Begin L and move forward with:

(1) (2) (3) (4)
Step, Close, Step, Jump (let heels hit loudly)

C. Heel Clicks, Heel Extensions.

4 1. Raise up on balls of feet and swivel heels out and back like this:

(1) (2) (3) (4)
Out, Back, Out, Back.

8 2. Begin R and extend heels like this:

(1) (2) (3) (4)
Extend R, Back, Extend R, Back.

(5) (6) (7) (8)
Extend L, Back, Extend L, Back.

4 3. Stand L, Extend R toe and:

(1) (2) (3) (4)
Touch front, Touch front, Touch back, Touch back.

counts D. Slap Leather Pattern

8 1. Stand L, Extend R toe and:

(1) Touch front, (2) Touch side, (3) Touch back, (4) Slap heel (behind with L hand),

(5) Touch side (pivot ¼ turn to L), (6) Slap heel (R hand), (7) Touch,

(8) Slap heel (L hand).

E.

1. Begin R and start over with A. Continue A-D until music is over.

LITTLE BLACK BOOK

Music: Little Black Book, Jimmy Dean Columbia Records, Columbia Records. Columbia Hall of Fame #1333051

FORMATION: Random, no partners, all facing forward

A. 1. Move R, then L, with a grapevine step.

Counts

(1) (2) (3) (4)

4 Step R, Cross L, Step R, Hop R/Swing L

(5) (6) (7) (8)

4 Step L, Cross R, Step L, Hop L/Swing R

(1) (2) (3) (4)

4 2. Step R, Touch L, Step L, Touch R

3. Walk forward 3 steps beginning R then hop and pivot ½ turn L

(1) (2) (3) (4)

4 Step R, Step L, Step R, Hop R/Pivot

4. Walk backward 3 steps beginning L and Hop L.

(1) (2) (3) (4)

4 Step L, Step R, Step L, Hop L

Repeat from beginning.

S-50

CIRCUS FUN FOR CHILDREN OF ALL AGES

Christi Kay, Bells Ferry Elementary, Cobb County Schools

The purpose of this presentation is acquaint physical education specialists with a new and exciting adventure for their students called Circus Activities. These activities provide an excellent opportunity for students of all ages and abilities to achieve success. Only seven per cent of the people in the world perform circus stunts and now children can learn these skills in physical education and be a "Circus Star."

The presentation will cover the following circus acts: rolla bolla, still trapeze, juggling, stilt walking, and web. Instruction will be given on skills to be taught for each act and modifications that can be made for students' varying ability levels. Also included in this presentation will be how acquire or make the equipment necessary to teach this unit. Safety procedures and spotting techniques will be demonstrated along with the circus skills.

The presentation will conclude with a circus performance by Bells Ferry students and a question and answer session for the audience.

CIRCUS SKILLS

TRAPEZE

NOTE: Spotting involves watching and helping the participant to learn a new skill and to help minimize accidents. Spotters must be alert at all times and anticipated movements. They must follow the performer through the entire skill the performance is back on the ground. Spotting techniques will be included for each trapeze skill.

CRADLE

To execute the cradle -1) Grab the bar with hands shoulder width apart. 2) Contract abdominal muscles and draw knees to chest. 3) Bring feet under the bar. 4) Place knees over the bar. 5) Hook feet on the ropes by flexing the feet. 6) Slowly push pelvis through arms. 7) Hold for 3 seconds. 8) Return pelvis to tuck position. 9) Unhook feet and place knees over the bar. 10) Bring feet under the bar and lower legs to the ground.

Spotting Techniques - Assist student in lifting feet to the bar. Make sure feet are hooked and flexed. Spot stomach area as performer pushes through arms in case feet come unhooked.

SIT ON TRAPEZE AND STYLE

1) Grab bar with hands shoulder width apart. 2) Contract abdominal muscles and pull knees and feet under the bar. 3) Put knees over the bar. 4) Release bar with right hand and grap the rope 12-18 inches above the trapeze bar. Do the same with the left hand. 5) Pull with arms and scoot to a sitting position trying to keep legs straight and toes pointed. 6) Boys sit with legs straight out in front of them with toes pointed and right arm extended to the side. Girls sit with one leg straight out in front and leg bent back under bottom. Right arm is raised over head. This is a Style and is used as a break for applause. 7) Slowly drop back to knees and place one hand at a time on the bar. 8) Slowly bring feet down through the arms to the ground.

Spotting Techniques - Assist performer in getting feet to the bar. Spot under the back as student grabs the rope and remind the student to reach up high on the rope. Assist the student by pushing lightly on the back if necessary to help them assume the sitting position.

PHLANGE

1) Sit on the trapeze bar. 2) Turn body and move legs so they point to the right side. 3) Bend right leg and put it on the other side of the rope. 4) Scoot up so that the crotch is close to the rope. 5) Release right hand, but hand on with the left hand. 6) Lay back and hold 3 seconds. Hips should be facing the ceiling and legs should be together and straight. 7) Sit up and grab the far rope with the right hand. 8) Scoot away from the rope. 9) Bring right leg back to sitting position with both legs out in front and toes pointed. 10) Slowly drop back to knees and place one hand at at time on the bar. 11) Bring feel down through arms to the ground.

Spotting Techniques - Make sure student places right leg on the other side of the rope and lets go with the right hand. Spot under the head and shoulders when the student lays back.

INVERTED SPLIT

1) From a vertical hang, bring the knees to the chest. 2) Bring one foot under the bar and place that knee over the bar. 3) Release that knee and balance in a split position under the bar. Crotch should be right next to the bar. 4) Head should be back with eyes looking to the floor. 5) Legs should be straight and toes pointed. Hold position for 3 seconds. 6) Bend knee back over the bar, and then down under the bar to a vertical hang.

Spotting Techniques - Assist student in getting one leg through arms. Spot under head and shoulders. Help student to achieve a balance position.

DOUBLE KNEE HANG

1) Grab bar with hands shoulder width apart. 2) Contract abdominal muscles and bring knees to chest. 3) Bring both feet under then over the bar, placing back of knees on bar. 4) Fold legs back hard, release the bar with both hands and slowly hang down. 5) Hands should be placed behind the back. 6) Sit up and reach for the bar with both hands. 7) Draw knees to chest and bring feet and legs through arms and in front of body. 8) Slowly bring legs down to the ground.

Spotting Techniques - Assist student in getting knees over the bar. For the first few times apply a little pressure downward on the student's ankle so knees do not straighten. Help student reach the bar after hanging if necessary. Make sure the student comes down in a forward direction. Do not allow the student to go backward.

CIRCUS EQUIPMENT

ROLLA - Two pieces of equipment will be needed for this circus activity, the rolla cylinder and the rolla board. The cylinder should be a piece of PVC pipe. The

diameter of the cylinder should be 3.5-5". Length should be 1 foot. Pipe can be purchased at a local lumber yard, or check with parents to see if they have any around the house. For the rolla board a 3/4" piece of plywood is needed. The boards should be 1'X 2'. At each end of the board, an 11" piece of 1"X 1" trim should be nailed to the board to help keep the cylinder under the board. Lumber scraps can be obtained from construction sites. Just ask the builder. Materials can also be purchased from a local lumber yard.

TRAPEZE - Materials needed to make a trapeze include: rope, a 1" steel pipe 2 feet long, brackets, gauze, and bicycle tape. Brackets are inserted at each end of the pipe and then the rope is run through the pipe. Using string, half hitch the rope to the bracket so that the rope does not slide. Hooks can be spliced on to the ends of the rope or the rope ends can be left as they are depending on how you plan to hang your trapeze. Length of the rope will depend on the height of the rafters or tree from which you plan to hang the trapeze. The trapezes, however, should be no more than 5-6 feet off the ground. A mat should be under the trapeze, and an adult spotter should also be present. Two experienced student spotters could be used though. Always test out "rigging" (circus equipment) personally before allowing a student on it.

Trapeze bar should be covered first with black friction tape. Beginning on the left side, place the beginning of the gauze roll on the front of the bar. Wrap under the bar and then over it going around the bar pulling tightly and overlapping the gauze about one centimeter each wrap until you reach the end of the bar. Cut the gauze and then tape the ends of the bar by going around the bar three times at each end covering a distance of no more than 2 inches. Use bicycle tape for this. Bar will need to be wrapped daily.

JUGGLING BEAN BAGS - Size will vary, however, students at Bells Ferry prefer bean bags which are 4"X 4", and not completely filled. Volunteer parents, home economics classes, scout groups, church groups or civic organizations are good contacts for having these made. Dried peas or navy beans work well for filling.

JUGGLING CLUBS - For your more advanced jugglers, try clubs. Materials needed for each set of juggling clubs: 3 old plastic one quart bleach bottles, 3 cut-off pieces of a wooden broomstick (each piece being 21.5" long), and 3 screws. To make a club, place the broomstick all the way down into the bottle. Use bicycle tape to wrap the handle and secure the broomstick to the bottle. Then screw the bottom of the bleach bottle to the broomstick.

STILTS - Two 2"X 2" X 8' pine or yellow poplar boards will be needed for each set of stilts. One 2"X 4" X 7' piece of pine or yellow poplar will be needed for the steps. One pice will make 16 steps. Steps are cut out of a 10.5" section. Two holes should be drilled into each step. Starting 6" from the bottom of each pole, holes need to be drilled. Continue drilling holes every 2". The last hold should be 24" from the bottom of the pole. Bolts 5.5" long should be used to attach the step to the pole. The use of wing nuts allows for easy height adjustment of the steps. Again materials can be obtained from construction sites or local lumber yards.

ANY KLUTZ CAN JUGGLE (EVEN YOU) (4-8) S-53

Warren A. Blye, Clayton Elementary School, Rabun County Schools

SEE FRIDAY PROCEEDINGS.

CLOGGING FOR EVERYONE: BEGINNING CLOGGING (4-8)

Birdie E. Bell, North Georgia College, Dahlonega

SEE FRIDAY PROCEEDINGS.

DEVELOPING PHYSICAL, SOCIAL EMOTIONAL AND COGNITIVE GROWTH THROUGH EXPERIENCES IN PHYSICAL EDUCATION (K-3)

Alan Canonico, Early Childhood Coordinator, West Virginia Dept. of Education, Charleston

Activities:

"How They Learn, How They Grow": The Nature of the Child
The Curriculum
"Warm-ups"; Modern Tunes for Rhythms and Instruments AR523*
"Circle Game"' Mod Marches AR527*
"Partner Trust"; Mod Marches AR527*
"Auditory-Visual Memory"; Hand Drum, Shaker, Bells
"Partner Activities"; Mirrow Game Leading to Dance;
Artist; Body Parts; and Boy/Girl and Statue
"Laterality-Directionality"; Hand Drum, Verbal Cues

"How They Learn, How They Grow": The Learning Environment
Discipline
"Warm-ups"; Modern Tunes for Rhythms and Instruments AR523*
"Group Games"; Freedom Tag and Hug Tag
"Reading Skills"; Transparencies
"Visual Training"; Sequential Auditory, Visual Memory; Dances
Without Partners AR46*
"Reading Skills"; Transparencies
"Visual Training"; Sequential Auditory, Visual Memory; Dances
Without Partners AR46*
"Math Skills"; Singing Multiplication Tables AR45-101*
"Circle Activity"; Dances Without Partners AR46*

"How They Learn, How They Grow"; Child Assessment; Professional Growth
"Carpet Squares"
"Self Testing Activities or Tumbling Readiness"
"Perceptual Motor Activities"; using transparencies; fitness; balance
"Lummi Sticks"
"Rhythm/Music"; slowdown; zip code 001

NOTE: While all activities will be included in the day's session, the order or time may be adjusted to comply with group interest, discussion and preference.

S-54

SIMPLE CIRCLE DANCES FOR PRIMARY GRADES

Sandra L. Gallemore, Georgia Southern College, Statesboro

This session will include dances which use basic locomotor steps (walk, hop, skip, etc.) appropriate for primary grade students. The dances will be ones which are done in a circle. No partners will be needed. The dances will use specific rhythmic patterns which may have carryover to music instruction related to rhythm and phrasing.

"The Walking Dance" (Music: "Frenchy Brown") Formation: all in circle, hands joined

Meas.	Directions
1	Moving ccw: walk rt. (ct. 1-2), walk lf. (ct. 3-4)
2	Moving ccw: walk rt., lt., rt. (ct. 1-2-3), pivot 1/2 ccw (ct. 4)
3	Backing up: step lf. (ct. 1-2), step rt. (ct. 3-4)
4	Backing up: step lf., rt., lf. (ct. 1-2-3), pivot 1/2 cw (ct. 4)

"Jiffy" (Music: "Jiffy Mixer") Formation: all in circle, hands joined

Meas.	Directions
1-4	Moving ccw and beginning on rt. foot: run 15 steps, hop on ct. 16 as turn 1/2 to face cw
5-8	Moving cw and beginning on lf. foot: run 15 steps, hop on ct. 16 as turn 1/2 to face ccw
9-10	Face center: walk fwd. rt. (ct. 1-2), walk fwd. lf. (ct. 3-4); Repeat walks
11-12	Backing away from center: step rt. (ct. 1-2), step lf. (ct. 3-4); Repeat steps back
13-16	Repeat meas. 9-12

"Hi There Saints" (Music: "The Saints") Formation: all in circle, hands joined

Meas.	Directions
1	Moving ccw: beg. rt. walk 4 steps & face center (ct. 1-4)
2	Drop hands; Moving ccw: side-close-side-touch (ct. 1-4), pivot 1/4 to face cw
3-4	Repeat meas. 1-2 moving cw and beg. lf.

"Hitch Hiker Dance" (Music: "Orange Blossom Special") Formation: all in circle facing ccw, hands on hip

Meas.	Directions
1-2	Jump (ct. 1-2), Jump (ct. 1-2)
3-4	Thumb twice
5-8	Repeat meas. 1-4 (thumb with opposite thumb)
9-10	Jump twice as as in meas. 1-2
11-12	Thumb twice with both thumbs
13-16	Walk fwd. ccw 8 steps

"Louisiana Jump" (Music: "Louisiana Saturday Night") Formation: all in single circle facing ccw

Meas.	Directions
1 - 4	Walk fwd. 4 steps, jump & clap, jump & clap
5 - 8	Walk bkwd. 4 steps, jump & clap, jump & clap
9 -16	Walk fwd. 8, jump & clap 4 times

"Hot Popcorn" (Music: "Popcorn") Formation: all in circle facing center

Meas.	Directions
1	Moving ccw: slide 4 times
2	Step-touch to rt., step-touch to lf.
3	Repeat meas. 1
4	Step to rt., touch 3 times with lf.
5-8	Repeat meas. 1-4 moving cw

"Twelfth Street Strut" (Music: "Twelfth Street Rag") Formation: all in circle facing ccw

Meas.	Directions
1 - 2	Walk fwd. 4 steps, step-swing, step-swing
3 - 4	Walk fwd. 4 steps, 2 knee bends in place
5 - 8	Repeat meas. 1-4 turning in cw circle of own

"Ghostbuster" (Music: "Ghostbusters") Formation: all in circle, facing ccw

Meas.	Directions
1 - 4	Skip fwd. 4 times, walk bkwd. 4 steps and turn ¼ cw
5 -16	Repeat meas. 1-4 three more times
17 -24	Jump, clap, (hold) clap (ct. 1, 2, -, 2); jump ¼ turn, clap, (hold), clap; jump ¼ turn, clap, (hold), clap: jump ¼ turn, clap, (hold) clap (turn ¼ turn after clap)
25 -32	Repeat meas. 17-24

"Walk and Clap" (Music: "Teton Mountain Stomp") Formation: all in circle, hands joined

Meas.	Directions
1	Walk diagonally to right: right, left
2	Facing center: 3 steps in place (rt., lf., rt.)
3 -4	Repeat meas. 1-2 beg. lf. and mov. lf.
5 -6	Fac. ctr.: walk fwd. rt., lf., stamp 3 times (rt. lf., rt.)
7 -8	Walk bdwd. 2 steps (lf., rt.) clap hands 3 times

S-56 LUMMI STICKS BEYOND THE CLASSROOM (4-8)

M. Cerie Godfrey, Stringfellow Elementary School, Colquitt County Schools

NEUTRON DANCE ROUTINE

Pattern 1 Tapping sticks to sides of your legs
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

Pattern 2 Pointing sticks to left and back to waist (twice) 1 - 2 - 3 - 4
Pointing sticks to right and back to waist (twice) 5 - 6 - 7 - 8

Pattern 3 Alternating sticks above your head (starting with right stick)
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8
Alternating sticks in front (starting with right stick)
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

Pattern 4 Sticks parallel on shoulders

A) 2 taps on shoulders	B) 2 taps on shoulders
2 taps up	2 taps out
2 taps on shoulders	2 taps on shoulders
2 taps up	2 taps out

Pattern 5 Crossing sticks to opposite shoulders

A)) 2 taps left	B) 2 taps left
2 taps right	2 taps right
2 taps right	2 taps right
2 taps left	2 taps left

Pattern 6 Foot movement (Tap on even number) 2 sets of eight
point right out in front, right in, point right out to side, right in, point left out in front, left in, point left out to side, left in.

Pattern 7 Tapping sticks to side of your legs (4 counts)
quarter turn on 5th count to face partner

Pattern 8 Facing partner.....

A) Tap legs 2	2 counts	B) Tap legs	2 counts
Partner's R Stick	2 counts	Partner's R shoulder	2 counts
Tap legs	2 counts	Tap legs	2 counts
Partner's L Sticks	2 counts	Partner's L shoulder	2 counts

C) Tap legs	2 counts	D) Tap legs	2 counts
Partner's sticks	2 counts	Partner's R Stick	2 counts
Tap legs	2 counts	Tap legs	2 counts
Partner's sticks	2 counts	Partner's L Stick	2 counts

Pattern 9 Tapping sticks to side of your legs (4 counts); quarter turn on 5th count to face front

Pattern 6 One set of eight

Pattern 10 TWIST-TWIST-TWIST- 2 sets of eight

Pattern 11 Jogging in place.....rolling sticks toward you; 2 sets of eight

FITNESS RECOGNITION OF GRADE 5

Mary M. Wright, Retired, Tuscaloosa, Alabama

FROG 5

What Is FROG 5?

FROG 5 is "Fitness Recognition of Grade 5."

What Is The Purpose Of FROG 5?

FROG 5 replaces the Intra-City Track Meet and provides recognition and enrichment for fifth grade students who have achieved on the AAHPERD fitness test within their respective schools. FROG 5 has proved to be a fitness motivator and a very positive experience for this age student.

Where Will FROG 5 Be Held?

Central East

When?

Wednesday, April 18, 1984. In case of rain, Friday, April 20, 1984

What Is The FROG 5 Time Frame? Award System? Agenda?

8:30 - 1:00 -- Sack lunch in park

Some of the same events as were on the agenda for the Intra-City Track Meet will be held, BUT THE IMPORTANT THING IS THE CHANGE IN SCORING.

For each event, the physical education specialists, certified teacher assistants and coordinator will establish time frames.

_____ Blue Star
_____ Red Star
_____ Gold Star

Each participant will receive a nice certificate on which all the events will be listed. On each participant's certificate will be placed the appropriate star according to his time, height, accuracy or distance in the events in which he participated. No finals will be held.

Order of Events

Opening Ceremonies, 9:30

Events:

* (1) Mile Run
  (a) Boys (b) Girls
(2) 400 Meter Pursuit Relay
  (a) Boys (b) Girls (c) Celebrity Run
  An invitation to enter teams in the Celebrity Run will be sent to the Y, Policemen, Firemen and other "celebrity" groups.
(3) 200 Meter Run
  (a) Boys (b) Girls
(4) 50 Yard Dash
  (a) Boys (b) Girls
(5) High Jump
(6) Bicycle Tire Throw
  Sack Lunch
(7) Frisbee Throw for Distance
(8) Tug-of-War
  Two school names are drawn from a hat. All girls from these two schools compete against all boys from these two schools. Repeat five times for total of 6 "tugs!"

* Exception: All students who complete the mile run will receive a blue star (in order to remove pressure from the runners).

All participants must be students who scored above 50th percentile in ALL test items of the AAHPERD youth fitness test.

Transportation Plans?

Buses will be provided.

TUSCALOOSA CITY SCHOOLS

ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAM

FROG 5 .
Communication 2

Student Information

1) All students who participate must have achieved the 50th percentile or better on ALL six test items of the AAHPERD Youth Fitness Test within their respective school.

2) If a smaller school needs to let a qualified 4th grader participate, this will be acceptable

3) A school DOES NOT have to have a student participate in ALL events. Students should enter only those events for which they are prepared.

4) A student who participates in the MILE RUN will not be permitted to enter another running event; this student may enter one (1) field event if desirable and the "tug".

5) A student who does not participate in the mile may participate in as few as one (1) other event or a maximum of two (2) running events, one (1) field event and the "tug".

6) Parental permission forms will be provided.

Event Information

1) THE MILE RUN will be first. All schools, boys, then girls, will jog the mile. At the same time, any adult guest runners who wish to jog the mile will run with the students. Every student who completes the event will receive a blue star (comparable to a blue ribbon) on his FROG 5 certificate.

2) All other running events will be conducted in this manner:

   a) There will be 2 Heats
   b) In EVERY Heat, schools will participate in this order:

Group (Heat) 1	Group (Heat) 2
Alberta	Skyland
Arcadia	Stafford
Central Elem.	Stillman Heights
Martin Luther King, Jr.	University Place
Northington	Verner
Oakdale	Woodland Forrest

   For EACH Heat, students will draw for lanes.
   For EACH Heat, Boys will run first and Girls will run immediately afterward.

   Ex: 50 yd. dash - Boys of Group 1 schools first; girls of Group 1 schools next. Then boys, girls of Group 2 schools.

3) The 400 meter pursuit relay will be the second event. The high jump and the bicycle tire throw will begin concurrently (after the mile). The 200 meter run will follow the 400 meter relay & the 50 yard dash will follow the 200 meter run. Frisbee distance throws will be held before lunch if time permits; otherwise after lunch. The tugs will be after lunch.

4) For the 400 pursuit relay, the colors of stars on the participants' certificates will reflect this time frame.

	Boys	Girls
Blue	1:06.9 or better	1:07.9 or better
Red	1:07 - 1:14.9	1:08 - 1:17.9
Gold	1:15 -	1:18 -

5) For the 200 meter run, the colors of stars on the participants' certificates will reflect this time frame:

	Boys	Girls
Blue	:36.9 or better	:38.9 or better
Red	:37 - :42.9	:40 - :45.9
Gold	:43 - :45	:46 - :48

6) For the 50 yard dash, the AAHPERD scores will determine the color of stars on the participants' certificates.

	Boys	Girls
Blue-85th %	7.4 or better	7.5 or better
Red-70th %	7.5 to 7.7	7.6 to 7.9
Gold-50th %	7.8 to 8.0	8.0 to 8.3

7) All students who complete the mile run will receive the blue star; however if a student wishes to compare himself/herself to national norms, they are:

Mile	Boys	Girls
Blue	6:43	8:02
Red	7:42	9:00
Gold	8:44	9:58

8) For the high jump, the colors of stars on the participants' certificates will reflect this time frame:

	Boys	Girls
Blue	40" (3'6")	39" (3'4")
Red	39" (3'3")	38" (3'2")
Gold	38" (3'2")	37" (3'1")

9) ALL events will be run so that the finish line will correspond to the judge's stand and the cement bleachers. (There will not be a girls' side of the track and a boys' side of the track.)

10) There will be one(1) watch timing each participant - with the exception of first place; there will be two (2) watches timing first place.

11) The frisbee throw for distance and the bicycle tire throw will be determined by where the items first touch the ground.

Frisbee Distance	Boys	Girls
Blue	30 yds.	25 yds.
Red	25 yds.	20 yds.
Gold	20 yds.	15 yds.

Bicycle Tire Throw	Boys	Girls
Blue	25 ft.	25 ft.
Red	20 ft.	20 ft.

Student Positions When NOT PARTICIPATING in an Event

1) During the Mile Run - ALL students must be in the STANDS except those students participating in the 400 meter relay,in the high jump and in the bicycle tire throw. Participants in the 400,high jump,& bicycle tire throw should be in the ON DECK AREA which should be marked on the field.

2) During the 400 Meter Relay - ALL students must be in the STANDS or in SPECTATOR AREAS marked on the field except those students participating in the 200 meter run. Participants in the 200 meter should be warming-up near the starting point for this event.

3) For the 200 Meter Run - ALL students in STANDS or SPECTATOR AREAS except those students who will participate in the 50 yard dash. These students should be in the ON DECK AREA.

4) For the 50 Yard Dash - ALL students should be in the STANDS except those participating in the 50 yard dash.

5) For the Frisbee Throws and Tugs-of-War . . . . . - ALL students should be in the STANDS except those participating.

6) To avoid confusion, please explain to your students before they get to Central East where they will be expected to be when NOT PARTICIPATING.

School Identification

Each school should bring a sign to place in the STANDS to identify where the participants from this school are to sit when in the stands. Signs may be placed on a first-come basis. Please bring tape to secure sign.

Food

Students may bring their own lunch if this is their regular practice. Will principals please ask lunchroom supervisors to prepare sack lunches for those students who purchase lunch tickets and for those students receiving free lunch. Many thanks, principals and lunchroom supervisors!

Drink

Juices will be provided by McDONALD'S. Ice will be provided by HICKS BARBECUE, courtesy of Mr. Steve Hicks (husband of Mrs. Dee Hicks, Verner Physical Education Specialist.) Thanks to all of you!

Buses

A separate memo will be sent. "Thanks" to Coach Pierson and the bus drivers. Basically, pick-up, 8:30 a.m. Return, 12:45 to 1:00 p.m.

TUSCALOOSA CITY SCHOOLS

ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAM

FITNESS RECOGNITION OF GRADE 5

presented to

_____

for

participation in FROG 5, Central East Campus, ____ year

Eligibility: Achievement above 50th percentile in all test items, AAHPERD Youth Fitness Test

Events:

1600 Meter Run	High Jump
200 Meter Run	Bicycle Tire Throw (using discus throw approach)
50 Yard Dash	Frisbee, Distance
400 Meter Pursuit Relay	Tug-of-War

Mary A. Wright — *Coordinator, Elementary School Physical Education*

Thomas E. Brown Jr. — *Superintendent, Tuscaloosa City Schools*

TOP DOG AWARD

Presented to

_____

in recognition of

OUTSTANDING PHYSICAL ACHIEVEMENT TWO SEMESTERS ON THE AAHPERD FITNESS TEST

YEAR _____ 85th PERCENTILE OR BETTER

Congratulations to you on this achievement.

_____

Superintendent
Tuscaloosa City Schools

PERCEPTUAL MOTOR ACTIVITIES FOR YOUNG CHILDREN (K-6)

Jim L. Stillwell, Pittsburg State University, Kansas

I. INTRODUCTION

II. JUMPING JACKS/JILLS - ANGELS IN THE SNOW.

III. BODY AWARENESS ACTIVITIES:

A. Name the body part by pointing to them, including

head	eyes	nose	lips	tongue
hair	ears	mouth	teeth	chin
eyebrows	cheeks	forehead	neck	chest
waist	wrists	knuckles	knees	heels

B. Move specific body part on command, for example:

nod the head	wiggle the nose	close the eyes
shrug the shoulders	chatter the teeth	arch the back
stamp the feet	clap the hands	puff the cheeks

C. Name the body part from a clue, for example

I comb my_____. I blink my _____.
I kick with my_____. I wave my_____.
I write with my _____. I lick my _____.
I hear with my _____. I sleep on my _____.
I shrug my _____. I snap my _____.

IV. BALANCE CARDS

Balance cards contain symbols of various body parts on sheets of poster board. They provide for creative, motivating activities designed to develop selected perceptual-motor skills. The balance cards can be used for both individual and partner challenges, as well as problem solving activities.

Specific objectives for the use of balance cards include the development of:

1. balance
2. body awareness
3. laterality and directionality
4. spatial awareness
5. muscular strength
6. muscular endurance

Suggested activities are:

1. Hold up a card. The children are to balance on the body part(s) shown on the card. This activity can be made more challenging by requiring the children to place the body parts in the proper position, as shown on the card.

2. Hold up a card for a short length of time. After removing it from sight, the child must balance on the appropriate body part(s) by using his/her memory.

3. Show two, three, or more cards. After removing them from sight, the child must perform each of the balance tasks from memory.

4. While the children are balancing, turn the card 1/4, 1/2, 3/4, or one complete turn to the right/left. The children must face the correct direction.

5. Perform selected activities listed above in pairs with (1) one child performing and the partner judging whether it is done correctly, (2) both performing simultaneously, and (3) both performing jointly.

6. With the cards placed on the floor throughout the gymnasium, the children move from card to card. The children can move at 30-60 second intervals or can move freely and independently.

7. With the cards placed closely together on the floor throughout the gymnasium, each child assumes the balance position at a different card. On the signal, each child must move to a new card using only the body part(s) indicated on the previous card.

Comment: Begin with the easier balance cards, such as both feet, two feet and two hands, and two feet and one hand before using the more complex cards. It is suggested that the children be placed in a scattered formation when doing the activities. A large symbol chart placed on the wall may be necessary for younger children (see below). The symbols can be drawn on acetate sheets and shown to the entire class using an overhead projector.

V. BALLOONS

Suggested individual activities are:

1. Tap the balloon into the air with the right hand, left hand, both hands, and alternating hands, while standing, sitting, or lying on the floor.

2. Tap the balloon into the air with the right foot, left foot, both feet, and alternating feet, while standing, sitting, or lying on the floor.

3. Punch the balloon with the fist, nose, and elbow.

4. Bump or tap the balloon with different body parts including the hand, wrist, elbow, shoulder, ear, forehead, and chin.

5. Toss and catch the balloon using the right/left hand.

6. Kick and catch the balloon using the right/left hand.

7. Tap the balloon high into the air and perform various exercises before it touches the floor, such as five jumping jacks, five sit-ups, or running in place for ten strides.

8. Tap the balloon high into the air and say the alphabet or count as far as possible before it touches the floor.

9. Tap the balloon high into the air, drop to the floor in a crawling position, and move in an attempt to have the balloon land on the back.

10. Tap the balloon high into the air, drop to the floor in a crab walk position, and move in an attempt to have the balloon land on the stomach.

11. Balance the balloon on one hand while (1) rising from a sitting position and (2) performing various locomotor skills, such as walking, running, and jumping.

12. Tap the balloon using varying amounts of force.

13. Pass the balloon around the perimeter of the body by tapping it into the air with the right hand, right foot, left foot, left hand, and head, respectively. This activity can be performed from a standing or sitting position.

14. Perform selected activities listed above using two, three, or more balloons.

15. Use the balloons in a child directed, movement exploration approach. Encourage the children to be creative and see how many different things they can do with the balloons.

Suggested partner activities are:

1. Volley the balloon using one hand, two hands, and other body parts.

2. Kick the balloon using the right/left foot.

3. Bump the balloon using one hand and two hands.

4. Slide the length of the floor while keeping the balloon between hands, heads, and backs.

5. Keep two, three, or more balloons in the air continuously.

6. Pass the balloon around the perimeter of both bodies by tapping it into the air with the right hand and right foot of one child to the left foot, left hand, head, right hand and right foot of the partner to the left foot, left hand and head of the first child.

VI. CARPET SQUARES

Suggested individual activities are:

1. Twist with both feet on the carpet.

2. Twist with one foot on the carpet.

3. Twist at a high/low level.

4. Twist fast/slow.

5. Twist on tip toes.

6. Twist to the right/left, making a complete circle.

7. Twist with hands in various positions, such as above the head, on the shoulders, and on the hips.

8. Move forward using the arms while balancing on both feet.

9. Move forward using the arms and the free leg while balancing on one foot.

10. Move backward pushing away with the hands while balancing on one/both feet.

11. Sit on the carpet and pull forward with the feet.

12. Sit on the carpet and push backward with the feet.

13. Sit on the carpet and spin around to the right/left.

14. Lie on the carpet on the stomach and pull forward/push backward with the hands.

15. Lie on the carpet on the stomach and spin around to the right/left.

16. With hands on the floor and both feet on the carpet in a seal crawl position, move freely forward/backward, to the right/left, etc.

17. Move around the square using various locomotor skills.

18. Move around the square freely keeping both hands in contact with it.

19. Perform teacher directed imagery movements; such as being an ice skater, snow skier, swimmer, etc.

20. Perform selected activities listed above with the eyes closed.

Suggested partner activities are:

1. With each child on a separate carpet square, clap the partner's hands while twisting.

2. With each child on a separate carpet square, join one/both hands and twist high/low, fast/slow, to the right/left, etc.

3. Repeat number two in groups of 3, 4, and 5.

4. With each child on a separate carpet square standing one behind the other and hands placed on the partner's hips, twist high/low, fast/slow, to the right/left, etc.

5. With each child on a separate carpet square standing beside a partner with elbows interlocked, twist high/low, fast/slow, to the right/left, etc.

PERCEPTUAL MOTOR DEVELOPMENT - BASIC SKILLS DEVFLOPMENT

Jim Stillwell, Pittsburg State University, Kansas

OVERVIEW OF WORKSHOP

Before starting a program on An Interdisciplinary Approach to Basic Skills Development, two questions need to be answered.

1. What does the term perceptual-motor development really mean?
2. Why is perceptual-motor development so important?

Very simply stated, perceptual-motor development is our only link with our surrounding environment. This is the reason for the workshop. Every bit of information reaching the brain gets there by this method.

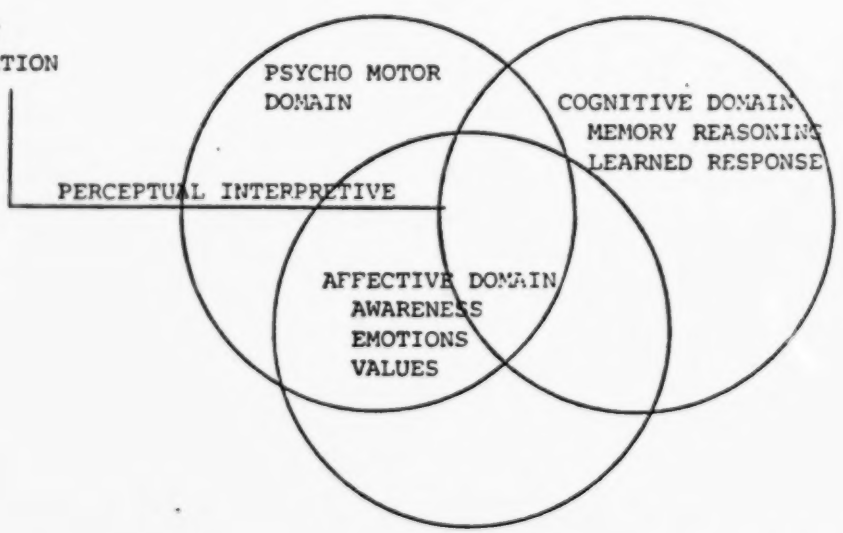
We are linked to our environment by means of an orderly process that works in the following manner:

1. Information is received by way of senses (input).
2. This information is collected, catalogued, and filed for future reference. This is the way each person has his own frame of reference for given objects.
3. Whenever there is an additional input, this stored information is referred to and used.
4. This, then, is translated into a motor response (output).
5. The result of this response is then transmitted back as feedback.

STIMULUS ⟶ BRAIN ⟶ RESPONSIVE BEHAVIOR

1. VISUAL
2. TACTILE
3. AUDITORY
4. SMELL AND TASTE
5. KINESTHETIC

SENSORY INTEGRATION



From the moment of birth, the child begins to learn about his environment and how to interact with it effectively and efficiently. This learning never stops. It is perceptually instigated and carried out by way of a motor response. The two cannot be considered separately and the hyphen in the term (perceptual-motor) indicates that voluntary motor action depends upon perceptual information, and perceptual development is dependent to a large degree upon motor activity.

There can be breakdowns at any point in this learning cycle. Children with physical defects in the area of the senses are affected at the input level. The mentally retarded are affected at the organization and integration level. The physically disabled with regard to movement are affected primarily at the output portion of the process.

Emotionally disturbed children may experience breakdown at any point. This is also true of the children who have learning disabilities. This is one of the reasons it is so difficult to pinpoint the problem.

As to it's importance, before launching a child into the academic world of public school we expect him to be able to perform in the following areas:

Motoric: Hop on one foot; skip; jump forward; jump over an object; throw an object; draw a circle, square, cross; build with blocks.

Symbolic: Tell a connecting story; draw a crude picture; interpret a picture.

Social: Dress self; lace shoes; operate with peers; obey necessary commands.

Numerical: Count to four; repeat four digits; distinguish large-small, big-little, near-far, few-many.

Underlying all these accomplishments is the expectation that the child will be proficient in the perceptual-motor skills such as control of eye movements, eye-hand coordination, laterality and directionality, form perception, sequence perception, etc.

Most children have little difficulty with these skills, but many do. Depending on the book you are reading, 10-30% of our children are handicapped in some way in the perceptual motor area.

All these children must have opportunities to play, explore and participate actively in the basics of the perceptual-motor process. Although our daily life becomes increasingly more hurried, the process of maturation and development cannot be rushed. When this process is abnormally hurried, the results can be devastating.

Many activities can be used very effectively to strengthen weaknesses in this learning process, thus giving the child a firm foundation on which to build a good readiness program.

EYE-HAND COORDINATION

Eye-hand coordination may be defined as a harmonious functioning of eyes and hand (or hands) in a motor task.

> If one is to be successful in eye-hand coordination, accurate eye control is a must as well as a controlled match between eye movements and the visual stimulus perceived. One must also have an adequate interrelationship between the movement of the eye, which is muscle oriented, and the movements of other groups in the body.

The acquistion of eye-hand coordinations is the result of a long series of learnings. Some children become adept during the pre-school years. Unfortunately, abnormal conditions (e.g., environment, body damage, extreme emotional disturbances, etc.) may prevent these learnings from taking place.

Thus, it becomes the teacher's job to give every boy and girl experiences which will develop and strengthen these abilities. If this can be done early, better school achievement might be possible and certainly a good self-image will result.

LATERALITY/DIRECTIONALITY

Laterality is both sides of the body working together in a coordinated way along with an awareness of one's body in relationship to objects in space. A person is always the center of his own world and sees all objects as being beside, behind, above, or below himself. If he does not, d and b and q may look the same to him. He sees no difference between them because the difference is laterality. He may see reversals of words such as was as saw, on as no, or vice versa.

Laterality is not an isolated skill. The perceptual-motor skills are very much interrelated. For instance, spatial awareness is sensing things or objects in their positions in space. Body image is the way in which one sees himself in relationship to all around him. His ability to recognize other things correctly is dependent upon his body image which is closely related to laterality and its resultant directionality. If a child does not develop these awarenesses, his ability to see certain relationships in space will be meaningless.

Directionality is an outward movement left, right, up, down, beside--which is built upon the internal awareness of the left or right side of the body. Skills which are basic and essential to reading are based upon the ability to focus the eyes at the left side of the page, progress across to the right, and down the page of printed matter. Laterality is the inward impulse, the knowing of the right and left sides of the body and directionality is the outward movement which results. Laterality is an inward awareness of the two sides of the body and their differences.

In order for both sides of the body to function separately and together, the child must be able to cross his midline. A midline is that invisible middle point at which left becomes left and right becomes right. As the child focuses his eyes at the left of the page and proceeds to the right, he may

have problems crossing the middle of the page if he has an incorrect inward awareness of the right and left sides of his body.

We are essentially bilateral. That is, we have two eyes, two ears, two arms, and two legs. The infant makes bilateral movements in which each side of the body does the same thing at the same time.

Drawing a square is one of the first things a child is asked to do when he enters school. Each child brings his own ability level to face the tasks of these readiness tests. These tests are based upon the so-called "normal" child who has successfully mastered each skill and stage of development needed to complete the tasks given him. This starting point or base guide is a test of a culmination of long series of stages of learning. When a child has missed or has been hampered in some stage of learning, he will not be at the same beginning level as those children who are at the expected level. The simple tasks of the readiness tests involve many physical and psychological skills.

Consider the skills involved in drawing a square. To begin, the child must locate a beginning point in reference to his own body, that is to the left, right, or center (midline). He must be able to distinguish between his right and left and to control the two sides of hs body simultaneously. To form a square, he must have a right side, a left side, a top and bottom line, all of which cannot be drawn at the same time. The child having laterality problems will appear confused as if he were trying to draw all the lines simultaneously while he very hurriedly attempts to get all the lines connected in a disjointed manner.

Compare the example of drawing a square and how the task is dependent upon laterality and its interrelated skills. There is a definite comparison to the two types of learning: <u>differentiation</u> and <u>integration</u> which occur simultaneously and in relationship to each other. Laterality allows us to make specific (different) movements working together at the same time. That is, we know the different movements we want to put together which will enable us to do that which we set out to do.

Use writing as an example. While holding a pencil with one hand, we make motions which leave marks which form letters on paper while the other hand holds the paper in place. Writing also involves other perceptual motor skills such as eye-hand coordination wherein the eye sees something, flashes the brain a message for the hand to do that which the eye guides.

Laterality has its definite place among the important perceptual-motor skills essential to successful reading experiences; it also helps us keep things straight in the world around us.

SPATIAL RELATIONSHIP

An infant is born without knowledge of spatial relationships, and this learning readiness skill develops last. Many authorities believe that the understanding of spatial relationship is basic to modes of higher thinking.

People have no direct information available to them concerning space relationship. All knowledge concerning space must be learned. Vision and

movement are the tools used in experiencing space, and the experience is conceptualized in the brain. The brain later develops a scale for translating the visual size into distance or space. After a stable space is developed, objects can be compared and estimations as to their sizes and relationships can be developed and corrected.

A child cannot be expected to learn to read effectively if he does not see the particular space a word occupies. he must see the elements as well as the whole word or sentence and the relationship of the parts of the whole.

For many children, space exists only in the place they are looking. They cannot remember when facing the front how the back of a room looks no matter how many times they have viewed it. Thus, many of the children who are labeled as clumsy are deficient in the ability to experience space relationships.

DISCRIMINATION

There are two facets of discrimination which we msut be concerned with in the area of reading--auditory and visual. Auditory discrimination is the ability to hear differences between different, but similar, sounds and words. Visual discrimination, on the other hand, is the ability to see the differences between concrete and abstract forms, such as squares and rectangles, and the letters m and n.

The development of listening skills is fundamental to the development of the oral language which, in turn, is the foundation for understanding written words. According to Monroe and Rogers, there are three reasons why children do not listen. First of all, they do not want to hear. Most of what they have heard before attending school have been commands, words of displeasure, etc., will be repeated and repeated. So, why listen the first time? Lastly, much of what they hear is unpleasant noise. We live in a noise polluted environment so children learn at a very early age to turn their ears off.

When working with children who need help with the skill of auditory discrimination, we should be aware of the four characteristics of sound--intensity, pitch, duration, and quality. Spoken language changes in intensity (loudness and softness). Sounds can be high or low in pitch, and each one has a characteristic that distinguishes it from other sounds of the same pitch and loudness. Sounds also last for a longer or shorter period of time and follow each other in sequence.

In order to be able to read, children must be able to discriminate visually. A beginning reader is expected to make judgements of shape, size, place and arrangement.

Some of the first steps to obtaining the skill of reading are to (1) build a vocabulary of visual terms; (2) develop an ability to compare and contrast, and (3) develop an ability to make gross visual discriminations.

Once these primary skills are achieved, other areas of visual discrimination should be introduced, such as observing size, color, shape, position, and internal details.

As teachers, we must remember that success in discrimination will give the student confidence and self-approval; therefore, he will likely respond eagerly to other new experiences.

RHYTHM

Rhythm is at the core of our existence; the beat of our hearts, the rhythm of our walk, the systematic rotation of our sleeping and eating habits. most important to us, rhythm is like a thread in a tapestry of many aspects which effect speech and reading (pitch, volume, intensity, and tempo).

Children in their early reading experiences transfer the understandings of natural speech as it flows in conversation to the realization that for every spoken word there is a written word which corresponds. They begin to appreciate the difference between long words and short words. They find that words which sound short usually look short on the printed page, and words which are long to say also look long. When they put these realizations together, children find that reading is really talk written down.

Rhythm is composed of duration and sequence in pattern. The combination of short words and long words in speech will form phrases. Short and long phrases form sentences, and sentences combined form a larger unit of language.

As teachers, we draw attention to duration and sequence in games, music, art experiences, physical education, and jingles and rhyming.

It is felt that many of the problems of auditory span and series information may be due to weakness in ability to establish or maintain rhythm patterns. Various areas of the body must work together for the child to have a concept of rhythm within the total self. Some children find it difficult to pursue rhythms and should be involved in activities requiring the use of one side of the body, first in simple rhythms, then complex ones. Opportunity should be provided for someone else to perform the rhythms at the same time. This provides reinforcing support through visual, auditory, and kinesthetic clues. Feeling rhythms with every part of the body (eyes, ears, limbs, truck, and vocal cords) will bring true understanding of the experience, particularly if performed in groups of two or three.

Eventually, a combining of left and right in rhythms, in unison, then in laterality exercises from simple to complex, will strengthen feelings for duration and sequence.

The most important obligation in using rhythms with children is that the experiences be obvious, not covered or subtle, and envelop the child in such a way that he will forget himself in the effort.

FOUL UPS, BLEEPS AND BLUNDERS OF BEGINNING TEACHERS: UTILIZING VIDEOTAPE AND OBSERVATIONS ANALYSIS IN PREPARING PHYSICAL EDUCATORS (K-8)

James H. Phillips, Montanta State University, Bozeman

This presentation will focus on the behaviors of preservice teaching experiences in elementary physical education classes. Each preservice teacher in the elementary methods class taught three lessons in public schools. Each of these three lessons was videotaped and analyzed for teacher behavior and interaction with children. The timing elements (i.e., activity, management, instruction, and wait) were also recorded, Verbal comments were analyzed as to whether they were directed toward individuals (male or females), small groups, or the total class. The comments were categorized by whether they directed toward social or psychomotor behavior. The methods class was also randomly divided into two groups. One group was provided photographs of children in their assigned teaching class and instructed to learn the children's names before their teaching experience. The other half of the methods class did not receive photographs and therefore attempted to learn names as their series of lessons was taught. The data is being analyzed as to whether preservice teachers who knew names had a higher percentage of movement time within their lessons, and if more personal interaction occurred with the children in their classes. It would be of interest to other educators as to the benefits of knowing children's names and also typical teaching behaviors that are exhibited by preservice teachers. The presentation will also document the procedures of the videotape process and review the observation tool that was used in the analysis.

OBSERVATION INSTRUMENT CATEGORIES

1. Instructional time: Refers to the period of time in the class when, theoretically, the opportunity for the student to learn is present. Students can be receiving information either verbally or non-verbally. Also during this time 51 percent or more of the students are not engaged in physical activity. For example, they may be listening to a lecture, watching the teacher or another student model a skill, watching the film or listening to a tape recorder, participating in a class dicussion, or answering teacher questions.

2. Management time: Refers to the period of time in the class when, theoretically, the opportunity to learn is not present. During this time, 51 percent or more of the students are involved in activities that are only indirectly related to the class learning activity. There is no instruction, demonstration or practice. For example, the students may be changing activities, numbering off for an activity, listening for roll call, getting out or putting away equipment, or moving to another environment for an activity.

3. Waiting time: Refers to the period of time in a class when 51 percent or more of the students are prohibited from being categorized in other classsroom climates. In other words, they are not in the elements of instructional management or activity. For example, they may be waiting for class to begin, waiting for instruction to resume when it has been interrupted by another teacher, student messenger, parent, principal, or public address system, responding to a fire drill or waiting for the instructor, student or both to repair equipment.

4. Open instruction: Questions or statements allowing for a variety or choice of movement responses by students making their own decisions. Example: Decide which of the five soccer dribbling tasks you need the most practice on and see if you can improve your time or score from yesterday. Be sure to mark your new scores or times on your activity card."

5. Closed instructions: Questions or statements specifying the same movement task for all students with no choice or decisions by students. Example: "Everyone keep both hands together on the bat and try to do level swings."

6. Hustling refers to a teacher using verbal statements or gestures to activate or intensify previously directed behavior. The tone of voice and the enthusiasm level are extremely important in the category. These are motivating statements and caution should be taken not to mistake these statements and gestures for Negative Skill Feedback, General or Specific, statements. Following are several examples: "Run, run, run!" "Harder!" "Faster, faster!" "Move, move, move!" "Go, go, go!" Clap the hands quickly. Jumping up and down.

7. Praise - General (social) refers to positive or supportive statements or gestures of a general nature made by the teacher during or following a behavioral episode. Following are several examples: "Good!" "I wish you could do this every day." A smile. A wink. Thumbs up. A pat on the back.

8. Nagging refers to the times a teacher verbally or non-verbally scolds a student or students in a low intensity manner for an undesirable social behavior. Following are several examples: "I told you to get in line." "You're making too much noise." "I said to stay in line." "Sh...Didn't I say to stop talking?" "I said to move quietly." "Listen...listen." Shaking the head. Finger to the lips. Getting Nasty refers to when a teacher verbally or non-verbally scolds a student or students in a high intensity manner for an undesirable behavior. Following are several examples: Yelling or screaming. Using obscene language. Making sarcastic remarks. Physically pushing, moving, or hitting a student or students.

9. Praise - Specific (Social). Positive or supportive statements or gestures of a specific nature made by the teacher during or following a behavioral episode not related to skill attempts. Following are some examples: "Good, everyone is quiet and listening." "Perfect Gladys; you stopped talking on the signal." "Tremendous, class; you lined up without pushing today." "Great, Joshua, you are holding your ball and waiting for directions." A pat on the back. "You didn't push getting a ball did you?" A wink, "John is waiting for directions."

10. Praise - General (Psychomotor). Refers to praise, either verbal or non-verbal, that follows a skill attempt or occurs during a skill attempt and is general in nature. It is very important that these comments are intended for skill attempts and not social behaviors. Following are some examples: "Yes! Good! Great! All right! Okay! At-a-girl!" "At-a-boy! Way to go! Right-on! Terrific! Good job!" "That's right! Good for your!" A wink. Thumbs up. A nod. A friendly slap on the back. A smile.

11. Negative - General (Psychomotor). Refers to scolding, either verbal or non-verbal, that follows a skill attempt or occurs during a skill attempt and is general in nature. Following are some examples: "Bad" "Incorrect" "Uh uh!" "You can do better!" "Not good enough!" "Ah, come on!" "What do you think you're doing?" "How many times do I have to tell you?" "I can't believe it." A frown. Shaking the head. Throwing the arms up. Hitting the forehead with the hand.

12. Positive Specific Corrective. Verbal reactions, after student attempt to perform the next movement skill, intended to provide additional information to improve the next skill attempt. May be further labeled as positive, corrective, or negative; general specific.
Positive: Verbal reactions to correct, well-executed aspects of the movement skill attempt.
Examples: "Good forehand, John. You really shifted your weight forward at the right." "Fantastic! Now keep your arms straight next time."

13. Negative Specific Corrective. Verbal reactions to incorrect, poorly-executed aspects of the movement skill attempt with the explicit addition of a "personal putdown."
Examples: "Ted, you're a rotten tennis player for being so good at racquetball! Pay more attention to those next services and get them in the court." "Bad; keep your chin close to your chest next time."

14. Corrective General (Psychomotor). Refers to verbal information that is corrective in nature given during or following a skill attempt. Often corrective statements can become Negative Skill Feedback statements, and the tone or volume of the voice will be the indicator. Remember that Corrective Skill Feedback correct a skill performance and does not scold that performance. Following are some examples:
Examples: Keep your arms straight." "Stay on your toes." "A little bit more follow-through." "Keep your chin close to your chest." "Arch your back." "Get on top of the ball."

15. Discipline: Refers to any specific penalties the teacher imposes on students for disruptive behavior such as sending a student to the office for fighting, physically restraining a student, requiring a student to repair property damage, or using "time out."

16. Use of first name: Refers to the number of times a teacher verbally states a student's name.

17. Physical Contact: Refers to the times the teacher physically touches a student during a skill attempt or explanation of a skill. If verbal statements accompany the physical contact, then it should be recorded as such. Examples are a teacher spotting a student or manually guiding a student through a skill.

M = Male (Individual)

F = Femal (Individual)

G = refers to more than one student but not the entire class that the teacher is talking to

C = refers to entire group of students in the environment for which the teacher is responsible and is talking to

TEACHER OBSERVATION: 5 MINUTE EVENT/DURATION RECORDING

DATE _____ TEACHER _____ ACTIVITY _____

SIZE OF CLASS: M ____ F ____ TIME AND LENGTH OF CLASS _____

TOTAL POSSIBLE ACTIVITY TIME _____ (subtract minutes for starting, dismissing, managerial, wait time, instructional)

DURATION RECORDING	1	2	3	4	5	6	Summary
1. Instruction							
2. Managerial							
3. Wait time							
EVENT RECORDING:							
4. Open instruction	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
5. Closed Instruction	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
6. Hustles	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
7. Praise General (social)	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
8. Nagging - Getting Nasty (social)	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
9. Praise Specific (social)	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
10. Praise General (psychomotor)	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
11. Negative General (psychomotor)	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
12. Positive Specific Corrective (psychomotor)	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
13. Negative Specific Corrective (psychomotor)	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
14. Corrective General (psychomotor)	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
15. Discipline	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
16. Use of first name	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	
17. Physical Contact	M F G C	M F G C	M F G C	M F G C	M F G C	M F G C	

Recording Key: M = Male F = Female G = Group C = Class

OTHER PRESENTATIONS TO BE GIVEN

PROJECT ADVENTURE: DESIGNING AND DEVELOPING AN ADVENTURE CURRICULUM FOR YOUR SCHOOL (6-8), Carol Call, Holcomb Bridge Middle School, Fulton County Schools

A TRACK AND FIELD PROGRAM THAT REALLY WORKS (4-8), Daryl Siedentop, Ohio State University, Columbus

HOW MIGHT PERSONALITY TYPE INFLUENCE STUDENT LEARNING IN PHYSICAL EDUCATION (K-8), Judy B. Carlson, Appalachian State University, Boone, North Carolina

CARE-AEROBICS (K-6) Carolynn A. Mann, Roswell

LET'S ADVENTURE TOGETHER (4-8) Alan M. Sentkowski, President, Adventure Services, Inc., Atlanta; and Brenda E. Phillips, Morrow Junior High School, Clayton County Schools